



MODERN
Spelling
Book.

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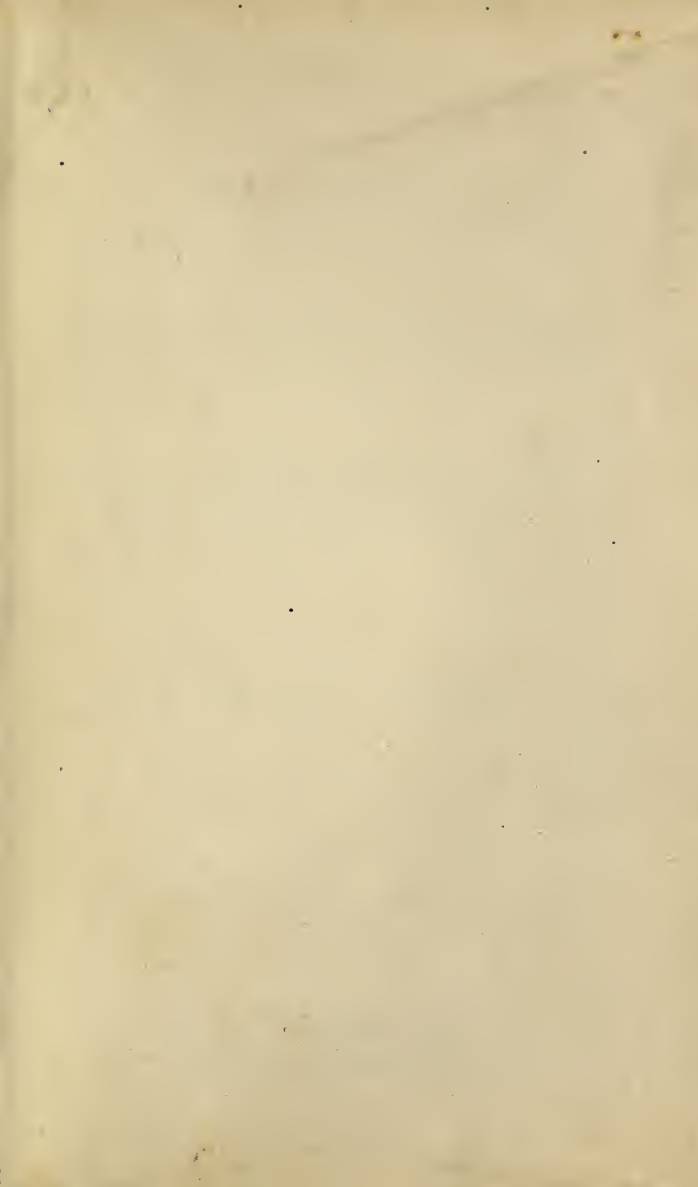
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THE
MODERN
SPELLING-BOOK,

DESIGNED AS A GUIDE IN THE STUDY OF THE
ORTHOGRAPHY, PRONUNCIATION, AND MEAN-
ING OF COMMON ENGLISH WORDS.

BY

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PREFACE.

WITHIN a few years there has been developed an opposition on the part of some teachers to the use of a spelling-book; they have argued that such a book is not only an expense, but an impediment to the pupil's progress. While an exceptional teacher *may* dispense with a speller without detriment to the learner, it is still true that the great mass of teachers will find such a work quite as indispensable as any other text-book.

The MODERN SPELLER is presented to the public with the hope that it may not be found open to the objections urged against spelling-books published years ago. The authors bespeak for it a critical examination, and express confidence that its many novel and practical features will amply repay a careful perusal.

In its compilation the greatest possible care has been exercised in the selection of the vocabulary. Pains was taken to select all the different words used in the MODERN READERS; to this list additions have been made of such words as are commonly used in writing and met with in ordinary reading.

The words have been arranged with the view of studying their *orthography, derivation and meaning*. Besides, every facility is afforded for acquiring a *correct pronunciation* from the printed page: silent letters are italicized, syllables clearly indicated, and a complete system of diacritical marks employed.

Among other special features this book includes: Lessons on the use of each of the diacritical marks; Drills on the various grammatical forms of the words; Topical Lessons on many different subjects; Lessons on "Words of Opposite Meanings," "Synonyms," "Word-Building," "Word Analysis," "Origin of Words," "Dictation Reviews;" Choice Quotations and their Authors; Test Words, etc. In the latter part—see page 140—will be found special drills on several hundred words which are frequently mispronounced by intelligent people. Attention is invited to the unique arrangement of these exercises, the critical study of which will reveal a large number of popular errors in pronunciation.

To the many teachers who have furnished valuable suggestions, the authors desire to extend their sincere thanks, and especially to acknowledge their obligations to Dr. W. B. Watkins, whom experience and accurate scholarship eminently qualify for the supervision of a work of this character.

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TO TEACHERS.

DIVERSITY of exercises is an essential element of all successful teaching. Recognizing this fact, the ingenious teacher awakens the interest and keeps the attention of the pupil by varying the requirements and methods of recitation. But recitation presupposes preparation, and your most important duty is to instruct the learner *how* and *what* to prepare for recitation. When a lesson is assigned, such explanations should be given as will enable each pupil to prepare it properly.

Throughout this book will be found numerous suggestions and directions which are designed for your guidance. The following of these will require your pupils to do a large amount of work beyond the mere oral spelling of the words. You are earnestly solicited to give these suggestions your careful consideration, and to follow them unless your ingenuity can devise more profitable exercises.

Among the subjects to which you should devote special attention are the following:

I. ELEMENTARY SOUNDS.—Have frequent exercises in phonic spelling, and thus teach pupils to utter each sound clearly and distinctly.

II. DIACRITICAL MARKS.—The child should be made thoroughly familiar with each of these marks and the sound with which it is associated, so that he may determine for himself the correct pronunciation of any word. Besides, a knowledge of these marks is absolutely necessary for the intelligent use of a dictionary.

III. WRITING WORDS AND SENTENCES.—In the first lessons in this book there are words in script, and then follow sentences in script; these are introduced as suggestive exercises, and similar work should be continued by the teacher. It is an excellent plan to select certain words from each lesson, and require pupils to write, on slate or paper, sentences which contain them. These exercises should be corrected with reference to spelling, use of capitals and language. Or the single words may be written during the recitation, and pupils allowed to make corrections under your supervision.

IV. MEANING OF WORDS.—The lessons on Synonyms, Prefixes, Suffixes, and Words Pronounced Alike, and Topical Lessons, are all arranged with a view of developing the meaning of the words. This matter is of primary importance, and should not be lost sight of; if a class is unfamiliar with any word in a lesson, you should explain it or refer the pupils to a dictionary for its meaning.

In general, never consider a lesson mastered until pupils can both *spell* and *use* every word which it contains.

LETTERS AND SOUNDS.

An **Elementary Sound** is the simplest sound of spoken language.

There are *twenty-six* letters in the English alphabet, and *forty-four* elementary sounds in the language; therefore, some letters must represent more than one sound.

Letters are of two classes, **Vowels** and **Consonants**.

A *vowel* is a letter which represents a vocal sound.

A *consonant* is a letter which represents a subvocal or aspirate sound.

A, e, i, o, u, and sometimes **w** and **y,** are vowels; the other letters of the alphabet are consonants.

In this book certain distinguishing characters are employed, so that the various sounds represented by a letter are indicated to the eye. The characters used for this purpose are called **Diacritical Marks**.

TABLE OF DIACRITICAL MARKS.

Marks.	Names.	Indicates the sound of
-	Macron	long <i>ā, ē, ī, ō, ōō, ū, and ȳ.</i>
˘	Breve	short <i>ă, ě, ĭ, ǒ, ǒǒ, ŭ, and ǚ.</i>
^	Circumflex	<i>â, ê, ô, û</i> as in <i>âir, êre, fôr, cûr.</i>
..	Dots above	<i>ä, ĭ</i> as in <i>stär, polĭce.</i>
..	Dots below	<i>ą, ǫ, ǔ</i> as in <i>ąll, ǫđ, ǔde.</i>
.	Dot above	<i>â, ô, ġ</i> as in <i>tâsk, sôme, ġem.</i>
.	Dot below	<i>ą, ǫ, ǔ</i> as in <i>whąt, wǫłf, ǔt.</i>
~	Tilde	<i>ẽ, ĭ, õ</i> as in <i>vẽrge, thĭrst, wõrk.</i>
-	Lower Bar	<i>ŋ, ę</i> as in <i>drĭnk, they.</i>
⊥	Suspended Bar	<i>ş, x</i> as in <i>haş, exĭst.</i>
-	Transverse Bar	<i>ε, th</i> as in <i>ean, thine.</i>
ˆ	Cedilla	<i>ç</i> as in <i>çite.</i>

Unmarked **c,** unless before **h** or **k,** represents the sound of **sh,** as in **ocean.**

Italics indicate **silent** letters, as **g** and **h** in **sight.**

KEY TO PRONUNCIATION.

TABLE OF VOCALS.

Name.	Marked	Name.	Marked
Long a,	as in ate, \bar{a}	Long i,	as in ice, \bar{i}
Italian a,	“ arm, \ddot{a}	Short i,	“ it, \check{i}
Broad a,	“ all, \underline{a}	Long o,	“ old, \bar{o}
Short a,	“ at, \check{a}	Short o,	“ on, \check{o}
Flat a,	“ air, \hat{a}	Long oo,	“ boot, \bar{oo}
Short Italian a,	“ ask, \grave{a}	Short oo,	“ foot, \check{oo}
Long e,	“ eat, \bar{e}	Long u,	“ use, \bar{u}
Short e,	“ end, \check{e}	Short u,	“ up, \check{u}
Tilde e,	“ earn, \tilde{e}		

Diphthong oi, as in oil, unmarked.

Diphthong ou, as in our, unmarked.

EQUIVALENTS OF VOCALS.

Marked	Marked
a, like \check{o} , as in what, \underline{a}	o, like \underline{a} , as in or, \hat{o}
e, “ \hat{a} , “ where, \hat{e}	o, “ \check{e} , “ work, \check{o}
e, “ \bar{a} , “ they, \bar{e}	u, “ \bar{oo} , “ rule, \bar{u}
i, “ \bar{e} , “ valise, \bar{i}	u, “ \check{oo} , “ full, \check{u}
i, “ \check{e} , “ girl, \check{i}	u, “ \tilde{e} , “ urge, \hat{u}
o, “ \check{u} , “ son, \check{o}	y, “ \bar{i} , “ my, \bar{y}
o, “ \bar{oo} , “ do, \bar{o}	y, “ \check{i} , “ hymn, \check{y}
o, “ \check{oo} , “ wolf, \check{o}	

oy, like oi, as in boy, unmarked.

ow, like ou, as in owl, unmarked.

TABLE OF SUBVOCALLS.

b	as in	bat, unmarked	ng	as in	sing, unmarked
d	"	dig, "	r	"	rat, "
g	"	go, "	v	"	vat, "
j	"	jug, "	w	"	we, "
l	"	lip, "	y	"	yet, "
m	"	man, "	z	"	zone, "
n	"	not, "	zh	"	azure, "

th as in the, marked th.

TABLE OF ASPIRATES.

f	as in	fan, unmarked	t	as in	tin, unmarked
h	"	hat, "	th	"	thin, "
k	"	kind, "	sh	"	she, "
p	"	pin, "	ch	"	child, "
s	"	sit, "	wh	"	when, "

EQUIVALENTS OF SUBVOCALLS AND ASPIRATES.

c, like s,	as in	nice,	ç	n, like ng,	as in	think,	ñ
c, " k,	"	cat,	e	s, " z,	"	has,	ſ
ch, " sh,	"	chaise,	çh	g, " j,	"	age,	ĝ
ch, " k,	"	school,	eh	x, " gz,	"	exist,	ẋ

ph, like f, as in phrase, unmarked.

qu, like k, as in piquant, marked qu.

qu, like kw, as in quite, unmarked.

ALPHABETS.

ROMAN.		SCRIPT.	
Capital.	Lower-case.	Capital.	Small.
A	a	<i>A</i>	<i>a</i>
B	b	<i>B</i>	<i>b</i>
C	c	<i>C</i>	<i>c</i>
D	d	<i>D</i>	<i>d</i>
E	e	<i>E</i>	<i>e</i>
F	f	<i>F</i>	<i>f</i>
G	g	<i>G</i>	<i>g</i>
H	h	<i>H</i>	<i>h</i>
I	i	<i>I</i>	<i>i</i>
J	j	<i>J</i>	<i>j</i>
K	k	<i>K</i>	<i>k</i>
L	l	<i>L</i>	<i>l</i>

Capital.	Lower-case.	Capital.	Small.
M	m	<i>M</i>	<i>m</i>
N	n	<i>N</i>	<i>n</i>
O	o	<i>O</i>	<i>o</i>
P	p	<i>P</i>	<i>p</i>
Q	q	<i>Q</i>	<i>q</i>
R	r	<i>R</i>	<i>r</i>
S	s	<i>S</i>	<i>s</i>
T	t	<i>T</i>	<i>t</i>
U	u	<i>U</i>	<i>u</i>
V	v	<i>V</i>	<i>v</i>
W	w	<i>W</i>	<i>w</i>
X	x	<i>X</i>	<i>x</i>
Y	y	<i>Y</i>	<i>y</i>
Z	z	<i>Z</i>	<i>z</i>

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MODERN SPELLING-BOOK.

PART I.

Lesson 1.

Sound of **a** in **at**, marked **ǎ**.

răt	mǎn	făt	lăp	săd
băt	răn	păt	măp	hăd
măt	făn	săt	năp	băd

an

man

ran

Lesson 2.

Sound of **e** in **end**, marked **ě**.

běd	mět	měň	pět	hěň
rěd	lět	těň	nět	děň
fěd	sět	pěň	gět	wět

men

met

net

ten

Lesson 3.

Sound of **i** in **it**, marked **ĩ**.

hĩt	pĩn	lĩp	bĩd	dĩg
sĩt	tĩn	sĩp	dĩd	bĩg
bĩt	sĩn	tĩp	kĩd	pĩg

sin

sit

sip

tip

Lesson 4.Sound of **o** in **on**, marked **ö**.

nöt	lög	höp	löt	böx
döt	dög	töp	göt	föx
höt	hög	pöp	röd	fög

not top rod dot

Lesson 5.Sound of **u** in **up**, marked **ü**.

rүн	гүн	бүг	түб	рүб
sүн	nüt	dүг	hүм	bүд
fүн	büt	jүг	gүм	mүд

run sun nut mud

Lesson 6.Sound of **e** in **can**, marked **·e**.

eăp	eүp	elăp	eöst	ăet
eăt	eüt	elăd	eröp	făet
eăn	eüb	erăb	elüb	elïp

cap cup clap clip

Lesson 7.Sound of **a** in **ate**, marked **ā**.

tāke	eāke	tāme	lāte	rāke
lāke	eāme	gāve	sāfe	rāte
māke	māne	wāve	māde	hāte
gāte	sāme	sāve	dāme	māte

take cake lake rake

Lesson 8.

Sound of **a** in **ate**, marked **ā**.

<i>hāy</i>	<i>plāy</i>	<i>tāil</i>	<i>lāid</i>	<i>māil</i>
<i>māy</i>	<i>prāy</i>	<i>sāil</i>	<i>rāin</i>	<i>wāil</i>
<i>lāy</i>	<i>grāy</i>	<i>wāit</i>	<i>gāin</i>	<i>jāil</i>
<i>pāy</i>	<i>elāy</i>	<i>pāin</i>	<i>pāid</i>	<i>hāil</i>

hay may lay play pray

Lesson 9.

Sound of **e** in **eat**, marked **ē**.

<i>bē</i>	<i>ēar</i>	<i>dēar</i>	<i>lēaf</i>	<i>lēap</i>
<i>mē</i>	<i>ēast</i>	<i>nēar</i>	<i>bēat</i>	<i>lēak</i>
<i>wē</i>	<i>ēach</i>	<i>fēar</i>	<i>nēat</i>	<i>tēam</i>
<i>hē</i>	<i>sēat</i>	<i>yēar</i>	<i>hēat</i>	<i>mēan</i>

be year each heat team

Lesson 10.

Sound of **ee** like **ē**, marked **ēe**.

<i>sēe</i>	<i>trēe</i>	<i>kēep</i>	<i>sēem</i>	<i>pēep</i>
<i>sēek</i>	<i>frēe</i>	<i>wēep</i>	<i>dēep</i>	<i>nēed</i>
<i>sēed</i>	<i>fēed</i>	<i>sēen</i>	<i>wēed</i>	<i>wēek</i>
<i>bēef</i>	<i>fēel</i>	<i>hēel</i>	<i>dēed</i>	<i>mēek</i>

see tree keep need week

heel peep deed deep meek

Lesson 11.Sound of **i** in **ice**, marked **ī**.

like	fīne	sīze	wīld	mīne
sīde	vīne	rīde	fīnd	rīpe
hīde	līne	bīte	fīre	dīve
tīme	līme	pīle	fīle	dīne

like side size wild ripe

Lesson 12.Sound of **o** in **old**, marked **ō**.

eōlt	hōme	tōne	tōld	tōre
eōld	hōle	rōde	sōld	bōne
hōld	hōpe	wōre	fōld	rōpe

colt home slow told tore

Lesson 13.

ōar	gōat	rōam	erōw	slōw
ōak	eōat	fōam	flōw	shōw
eōal	lōad	sōar	blōw	snōw
bōat	tōad	sōak	grōw	bōwl

Lesson 14.Sound of **u** in **use**, marked **ū**.

Jūne	eūre	tūbe	mūle	dūke
tūne	pūre	eūbe	mūte	dūpe
blūe	glūe	fūme	lūte	jūte

cure tube mule duke glue

Lesson 15.

Sound of **c** in **ice**, marked **ç**.

rāçe	nīçe	twīçe	grāçe	sīnçe
pāçe	mīçe	slīçe	plāçe	mīnçe
fāçe	rīçe	prīçe	trāçe	dūnçe
lāçe	vīçe	spīçe	fēnçe	çēnt

race pace face vice cent

Lesson 16.

Sounds of **ll** and **ff**.

wēll	fēll	hīll	mīll	pūff
sēll	fīll	bīll	rīll	eūff
tēll	wīll	kīll	quīll	mūff

well fell fill quill muff

Lesson 17.

Sounds of **ck** and **ss**.

säck	dëck	töss	lëss	kīss
läck	tīck	löss	mëss	möss
bäck	dück	böss	mīss	fūss

Lesson 18.

Sound of **a** in **arm**, marked **ä**.

eär	härm	pärk	eärt	bärn
fär	färm	märk	därt	stär
bär	därk	lärđ	yärđ	seär

I play in the yard.

Lesson 19.Sound of **a** in **all**, marked **ḁ**.

saw	draw	call	salt	warm
paw	elaw	ball	halt	want
jaw	haw	fall	bald	tall

We saw a tall tree!

Lesson 20.Sound of **oo** in **boot**, marked **ōō**.

mōon	pōol	hōop	hōot	fōol
sōon	eōol	rōot	hōof	tōol
nōon	dōom	fōod	mōod	eōop

The moon will soon shine!

Lesson 21.Sound of **oo** in **foot**, marked **ōō**.

tōok	lōok	wōod	rōok	shōok
bōok	eōok	wōol	sōot	brōok
fōot	hōok	gōod	hōod	erōok

Look at my new book!

Lesson 22.Sound of **a** in **air**, marked **â**.

pâir	dâre	râre	snâre	seâre
fâir	wâre	eâre	stâre	glâre
hâir	bâre	mâre	shâre	spâre

Dare to do right!

Lesson 23.

Sound of **a** in **ask**, marked **â**.

pâss	mâsk	eâst	mâst	grâss
lâss	eâsk	fâst	lâst	elâss
mâss	tâsk	pâst	râft	grâsp

Can you run quite fast?

Lesson 24.

Sound of **e** in **earn**, marked **ē**.

hēr	tēm	jēr	ēarth	wēre
hērd	fērn	elērk	lēarn	sērve
vērb	pērt	pēarl	yēarn	vērse

Learn as fast as you can.

Lesson 25.

Sound of **th** in **the**, marked **th**.

thĭs	thēm	thÿs	with	brēathe
thăt	thăn	thĕn	thēe	elōthe

*Get the ferns near the tree.
Will you give them to me?*

Lesson 26.

Sound of **oi** in **oil**, unmarked.

boil	coil	spoil	foil	voĭce
soil	join	moist	broil	joint
toil	coin	point	void	hoist

Hoist the flag. Join hands.

Lesson 27.Sound of **ou** in **out**, unmarked.

loud	shout	proud	sound	house
sour	stout	eloud	bound	mouse
thou	trout	count	round	mouth
noun	seout	mount	pound	south

Not a cloud was seen.

Our house is near a hill.

Lesson 28.Sound of **s** in **has**, marked **ş**.

făņş	thēşe	wīşe	gōeş	trees
păņş	thōşe	rīşe	ūşed	feedş
eallş	chōşe	ēaşe	mūşe	eärş
tōolş	rōşe	tēaşe	noişe	bärş

Rise with the bark!

Stars are seen at night!

Lesson 29.

REVIEW OF SOUNDS.

lāme	thēşe	pōke	lūre	roil
bārک	hēņce	pōnd	lūll	rout
małt	tīre	lōom	rāsp	spērm
snāg	live	stōod	lāir	eōgş

An oak has thick bark!

Be kind to the lame!

Lesson 30.

Dissyllables.

All words of two or more syllables are accented. In this book the accented syllable is indicated by this mark ('), placed to the right and above it.

Long sound of *ā* accented.

bā'by	fā'vor	eā'per	hās'ty
lā'dy	lā'bor	tā'per	shād'y
lā'zy	vā'por	wā'ver	gāy'ly
hā'zy	rā'zor	māk'er	lāy'er
erā'zy	sā'vor	bāk'er	nā'vy

Lesson 31.

OBJECTS IN A SCHOOL-ROOM.

bēll	glōbe	pā'per	chīl'dren
slātes	chā'lk	tā'ble	tēach'er
bōōks	dēsks	pēn'cil	point'er
chārt	elōck	rūb'ber	blāck'bōard

Require pupils to name other objects in the school-room.

Lesson 32.

Long sound of *ā* continued.

ā'ble	tāil'or	mā'son	lāte'ly
fā'ble	sāil'or	tāk'en	sāfe'ly
eā'ble	jāil'er	shāk'en	stāte'ly
stā'ble	dāi'ly	wāk'en	vāin'ly
erā'dle	dāi'ry	hā'ven	māin'ly

Write five sentences, each to contain a word in this lesson.

Lesson 33.

PARTS OF A SCHOOL-HOUSE.

stěps	rōof	rōom̄s	chīm'ney
pōrch	spout	sīdeš	čēil'ing
wall̄s	ēaveš	ěndš	wīn'dōw
frāme	floor	dōor̄s	shūt'ter

Lesson 34.

Long sound of ē accented.

ē'vil	ēa'gle	rēad'er	nēe'dle
rē'al	ēat'en	hēar'er	flēe'cy
hē'ro	wēa'ry	rēa'son	grēed'y
sē'eret	nēar'er	sēa'son	wēed'y
fē'ver	nēat'er	lēad'er	nēed'y

Lesson 35.

BUILDING MATERIALS.

lōḡs	lāth	lūm'ber	nāil̄s
brīck	sānd	bōard̄s	bōlts
stōne	līme	joists	lōcks
mār'ble	plās'ter	bēam̄s	glāss

Lesson 36.*Dictation Review.*

The teacher uses the pointer daily. The children write on paper, slates and blackboard. They use pens, pencils and chalk.

The tailor made this coat. The jailer held the sailor. The mason built the walls and chimney of the house. Plaster was put on the ceiling.

Lesson 37.

Long sound of *i* accented.

lī'ar	dī'et	sī'lent	trī'fle
tī'ny	quī'et	rīp'en	tī'tle
lī'lae	rīd'er	drīv'er	hīgh'ly
dī'al	fīn'er	writ'er	live'ly
vī'per	brī'er	mī'şer	spī'cy

Lesson 38.

ARTICLES OF FOOD.

pīeş	bēef	ēggş	eüş'tard
eākes	pōrk	tōast	erāck'erş
brēad	fīsh	gāme	jěl'ly
rüşk	vēal	tārts	sāl'ad

Lesson 39.

Long sound of *o* accented.

pō'ny	stō'ry	ōwn'er	brō'ken
pō'et	stōn'y	slōw'ly	frōz'en
hō'ly	sō'ber	elōse'ly	göld'en
rō'şy	ō'dor	lōne'ly	stōl'en
pō'şy	ō'ver	jōk'er	spōk'en

Lesson 40.

NAMES OF FRUITS.

pēach	ăp'ple	dātes	blăck'bēr ry
peâr	chēr'ry	fīgş	straw'bēr ry
quīnçe	lēm'on	plūmş	răşp'bēr ry
grāpes	měl'on	eūr'rants	erăn'bēr ry

Lesson 41.Sound of short *ǎ* accented.

hǎb'it	pǎt'ter	grǎv'el	sǎd'ly
rǎp'id	mǎt'ter	trǎv'el	bǎd'ly
wǎg'on	eǎn'ter	bǎn'ner	glǎd'ly
tǎf'fy	sǎd'dle	mǎr'ry	flǎt'ly
tǎl'ly	tǎt'tle	tǎr'ry	vǎl'or

Lesson 42.

ARTICLES OF CLOTHING.

věst	drěss	trou'sers	eōl'lar
sōcks	shāwl	mīt'ten	bōn'net
bōots	seārf	něck'-tīe	rīb'bon
gāi'ters	eāpe	stōck'ings	rūf'fle

Lesson 43.Sound of short *ě* accented.

ěn'vy	bět'ter	běg'gar	měth'od
ěld'er	lět'ter	měm'ber	rěck'on
něv'er	těn'der	pěd'dler	ěm'blem
pěn'ny	slěn'der	těm'ple	sělf'ish
ěn'try	rěn'der	nět'tle	sěll'er

Lesson 44.*Dictation Review.*

Never be even a silent liar. The peddler gave a penny to the beggar. The wagon was broken. The currants were stolen. The pony will canter.

I like to eat — — —. I wear — — — — —.

NOTE.—Require each pupil to complete the last two sentences.

Lesson 45.

PARTS OF THE HUMAN BODY.

skīn	hēad	mouth	wrist
bōne	ēarș	chīn	thūmb
flēsh	līps	nēck	hānds
nērvē	nōșe	ārms	shōul'der

Lesson 46.

Sound of short *ī* accented.

ġīt'y	dīf'fer	līt'tle	shīv'er
wīt'ty	hīd'den	mīll'er	hīth'er
fīf'ty	vīe'tor	ġīv'en	sīm'ply
vīș'it	vīe'tim	sīlk'en	fīn'ish
vīv'id	pīl'fer	kīt'ten	fīm'șy

Lesson 47.

PARTS OF THE HUMAN BODY.

The words in this lesson denote one of each object named, and are singular in form.

skūll	thrōat	thīgh	hēel
brāin	brēast	lēg	tōe
spīne	chēst	knēe	joint
heärt	wāist	shīn	sōle

Lesson 48.

Short sound of *ī* accented.

wīck'ed	rīv'er	spīr'it	mīd'dle
fīt'ted	wīn'ter	swīft'ly	thīm'ble
dīn'ner	sīs'ter	wīt'ness	whīs'tle
pītch'er	slīp'per	fīt'ness	this'tle
pīp'pin	sīm'per	pīe'nie	rīd'dle

Lesson 49.**NAMES OF DOMESTIC ANIMALS.**

The words in this lesson denote more than one of each object named, and are plural in form.

lămbș	högș	dücks	göș'lingș
eölts	dögș	gōats	chick'enș
müleș	pīgș	houndș	eām'elș
eowș	hēnș	eātș	hēif'erș

Pupils will write or spell the singular form of the words in this lesson.

Lesson 50.

Sound of short **ö** accented.

eöm'ie	pröp'er	röb'ber	möss'y
öf'fer	hön'est	pöck'et	fröst'y
föl'ly	böt'tom	röck'et	fönd'ly
jöl'ly	döl'lar	röt'ten	böd'y

Lesson 51.**NAMES OF WILD ANIMALS.**

li'on	răb'bit	sēal	beâr
tī'ger	wēa'șel	sā'ble	dēer
păn'ther	rae eōon'	öt'ter	mōose
lēop'ard	squīr'rel	bēa'ver	bī'son

Lesson 52.

Sound of short **ü** accented.

süp'per	slüm'ber	bün'dle	müst'y
nüm'ber	plün'der	büb'ble	düst'y
rün'ner	flüt'ter	rüm'ble	sün'ny
gün'ner	büt'ton	grüm'ble	üp'per

Lesson 53.**NAMES OF BIRDS.**

Form the plurals of the words in this lesson by adding *s*.

owl	eõn'dor	rõb'in	snĩpe
lärk	lĩn'net	pär'rot	erāne
wrën	spär'rõw	rā'ven	pē'wit
quāil	wäg'tāil	mār'tin	hēr'on

Lesson 54.

Sound of **n** like **ng**, marked **n**.

ĩnk	rānk	sĩn'gle	lõn'ger
thĩnk	thānk	mĩn'gle	strõn'ger
drĩnk	drānk	jũn'gle	lĩn'ger
brĩnk	plānk	twĩnk'le	yoũn'ger
shrĩnk	shrānk	wrĩnk'le	fĩn'ger

Lesson 55.**NAMES OF GIRLS.**

Jāne	Ī'dā	Lū'çy	Ēlār'ā
Grāçe	Ē'vā	Mā'ry	Āl'içe
Kāte	Dõ'rā	Něl'ly	Hěl'en
Rõşe	Ĕl'lā	Fān'ny	Lāu'rā
Māud	Ĕm'mā	Sā'rah	Bēr'thā

Lesson 56.**Dictation Review.**

Did you hurt your knee? I hurt my wrist and thumb. The robber stole fifty dollars from an honest man.

I have seen a robin, — — — —, and other birds.

I saw a rabbit, — — — — — in the woods.

Lesson 57.Sound of **i** as in **girl**, marked **ī**.

sīr	fīrm	fīrt	çīr'eus
bīrd	skīrt	chīrp	çīr'ele
dīrt	shīrt	bīrth	vīrt'ūe
stīr	whīrl	thīrst	thīr'ty

Lesson 58.

NAMES OF BOYS.

Märk	Hēn'ry	Äl'bert	Clär'ençe
Fränk	Hō'mer	Är'thur	Rīch'ard
Lūke	Mär'tin	Pē'ter	Hēr'bert
Jōhn	Jā'eob	Jāmeş	Rōb'ert
Paūl	Jēs'se	Chārleş	Thōm'as

Lesson 59.Sound of **o** like short **ū**, marked **ô**.

lôve	dôve	hôv'er	môn'ey
eôme	glôve	eôv'er	hôn'ey
dône	frônt	wôn'der	ôth'er
nône	mônth	brôth'er	eôl'or
dôeş	tôngue	môth'er	eôm'fort

Lesson 60.Sound of **e** like long **ā**, marked **e**.

they	neigh	weight'y	o bey'
wh ^e y	sleigh	eight'y	eon vey'
prey	weigh	vein'oūs	sur vey'
vein	freight	neigh'bor	veiled

Lesson 61.

CARDINAL NUMBERS.

one (wŭn)	sĕv'en	sĭx'teen	sĭx'ty
thrĕe	twĕlve	sĕv'en teen	nĭnety
fōur	thĭr'teen	eĭght'een	hŭn'dred
eĭght	fōur'teen	nĭne'teen	thou'sand
nĭne	fĭf'teen	twĕn'ty	mill'ion

Lesson 62.

Sound of o like broad a, marked ô.

hōrn	nōrth	ôr'der	eōr'ner
bōrn	stōrn	fōr'mer	mōr'tar
sōrt	ôught	fôrt'üne	ôr'chard
shōrt	bōught	fōr'ward	bōr'der
hōrse	brōught	mōrn'ing	in fōrm'

Lesson 63.

ORDINAL NUMBERS.

first	fĭfth	twĕlfth	twĕn'ti eth
sĕc'ond	sĭxth	thĭr'teenth	thĭr'ti eth
thĭrd	eĭghth	fōur'teenth	fōr'ti eth
fōurth	nĭnth	fĭf'teenth	eĭght'i eth

Lesson 64.

Dictation Review.

This is page twenty-fifth, and lesson sixty-fourth. Our neighbor has eight horses, which weigh more than eighty hundred pounds. The dove is not a bird of prey. Obey your teacher.

The names of the boys in my class are — —.

The names of the girls in my class are — —.

Lesson 65.**WORDS OF OPPOSITE MEANING.**

Let the teacher dictate a word, and the pupil give its opposite.

rĭch	pōor	săd	glăd
sĭck	wĕll	thĭck	thĭn
făt	lēan	lĭght	dărk
swēet	sour	whĭte	blăck
lēss	mōre	rĭght	wrōng

Lesson 66.

Sound of **u** in **urge**, marked **û**.

bûrn	pûrse	chûrch	joûr'nal
hûrt	nûrse	bûr'den	tûr'key
eûrl	eûrve	pûr'ple	eûr'tain
bûrst	tûrned	mûr'mur	joûr'ney

Lesson 67.**WORDS OF OPPOSITE MEANING.**

băd	gōod	mŭch	lĭt'tle
lōw	hĭgh	dēep	shăl'lōw
hărd	sōft	wĭde	năr'rōw
shărp	blŭnt	lăte	ēar'ly
fĭne	eōarse	wĭse	fōol'ish

Lesson 68.

Sounds of **o** and **u** like long **ōō**, marked **o** and **u**.

two	whom	rule	erude
move	group	rude	prune
your	wound	fruit	brute
prove	whose	truth	bruise

Lesson 69.

OPPOSITE MEANINGS.

gĭve	tāke	hĕlp	hĭn'der
tĕach	lĕarn	thāwed	frōz'en
gōeș	eōmeș	fał'en	rĭș'en
lōst	found	seāt'ter	gāth'er
smĭle	frown	a bōve'	be lōw'

Lesson 70.

Sounds of **o** and **u** like short **oo**, marked **o**, **u**.

wolf	wom'an	put	puđ'ding
would	bo'som	pull	puł'pit
could	wolf'ish	bush	buł'let
should	puss'y	push	puł'ley

Lesson 71.

OPPOSITE MEANINGS.

trĕe	fāse	kĭnd	eru'el
strōng	wĕak	noiș'y	quĭ'et
kĕen	dŭll	strāight	erōok'ed
smōoth	rougħ (rŭf)	ōft'en	sĕl'dom
full	ĕmp'ty	sōme	nōne

Lesson 72.*Dictation Review.*

He had risen early. His journey had led him over high hills and rough roads. The wolf is a cruel brute. The bullet made a deep wound. You should learn your lessons. The woman put some fruit in the pudding.

Lesson 73.Sound of **y** like long **i**, marked **ȳ**.

erȳ	eȳe	lȳ'ing	de nȳ'
trȳ	buȳ	dȳ'ing	de fȳ'
skȳ	tȳpe	drȳ'ing	re plȳ'
slȳ	sprȳ	tȳ'rant	ap plȳ'
thȳ	stȳle	slȳ'ly	de erȳ'

Lesson 74.Form the plurals of these words by adding **es**.

ĩch	ärch	trēnch	hē'ro
dītch	märch	skētech	mōt'to
stītch	mätch	erütch	po tā'to
swītch	lätch	elütch	to mā'to
brānch	pätch	nōtch	ōs'trich

Lesson 75.Sound of **y** like short **i**, marked **ÿ**, and of **a** like short **ō**, marked **ḁ**.

hÿmn	waḡ	waḡch	waḡ'der
sÿs'tem	swaḡ	squaḡ	squaḡ'der
sÿl'van	waḡsh	swaḡp	swaḡ'lōw
erÿs'tal	whaḡ	squaḡsh	quaḡ'rel

Lesson 76.

Singular.	Plural.	Singular.	Plural.
eälf	eälvēs	līfe	līvēs
hālf	hālvēs	wīfe	wīvēs
lēaf	lēaveḡ	knīfe	knīvēs
lōaf	lōaveḡ	shēaf	shēaveḡ

Lesson 77.Sound of *g* like *j*, marked *ġ*.

āġe	ĕġe	lārġe	ġī'ant
eāġe	hĕġe	stāġe	pġ'ēon
rāġe	jŭġe	strāġe	o blġe'
hūġe	hĭġe	chāġe	re vĕġe'

Lesson 78.

Singular.	Plural.	Singular.	Plural.
shĕlf	shĕlves	gōose	gēese
sĕlf	sĕlves	tōoth	tēeth
wolf	wolves	fōot	fēet
thiĕf	thiĕves	chĭld	chĭl'dren
mouse	mĭce	fōe'man	fōe'men
ōx	ōx'en	wom'an	wom'en (wĭm)

Lesson 79.Sounds of *i* like long *ē*, marked *ī*, and of *o* in **work**, marked *ō*.

ma ġhīne'	po lĭce'	wōrd	wōrm
ra vīne'	va lĭse'	wōrld	wōr'thy
ma rīne'	fa tĭgue'	wōrth	wōr'ship

Lesson 80.*Dictation Review.*

The women sang a hymn. The dying hero will defy the tyrant. The pigeon and a swallow flew into a ravine. The thieves stole two large knives. The children gather the sheaves. The police found the crystals in a valise. Never quarrel. What is the plural of motto?

Lesson 81.

OPPOSITE MEANINGS.

běst	wōrst	fēast	fām'ine
blāme	prāiše	elōše	ō'pen
bāre	eov'ered	wōrse	bět'ter
proud	hūm'ble	elēar	eloud'y
elēan	dīrt'y	ūg'ly	pret'ty (přit)

Lesson 82.

Sound of long *ā* in second syllable.

a wāke'	un sāfe'	a frāid'	a vāil'
a shāmed'	re lāte'	eon tāin'	a wāit'
be eāme'	mis tāke'	de tāin'	pre vāil'
de fāče'	be trāy'	re māin'	de elāim'
es eāpe'	de lāy'	eom plāin'	ex plāin'

Lesson 83.

Form the plural of these words by changing *y* to *ies*.

flȳ	ġit'y	běr'ry	stō'ry
spȳ	lil'y	chěr'ry	pěn'ny
bā'by	bōd'y	jěl'ly	eoun'ty
lā'dy	pō'ny	eān'dy	boun'ty

Lesson 84.

Various sounds of *a* in last syllable.

a pārt'	pre pāre'	a broād'	a lās'
a lārm'	be wāre'	be fāl'	ad vānče'
ġi gār'	eom pāre'	re eāl'	de mānd'
re mārčk'	de elāre'	re wārd'	eom mānd'

Lesson 85.

OPPOSITE MEANINGS.

râre	eom'mon	hōpe	de spâir'
löss	prōf'it	brāve	tīm'id
lōan	bōr'rōw	strēngth	wēak'ness
rudē	po lītē'	re pēl'	at trāet'
fiērcē	gēn'tle	ī'dle	bus'y (bīz)

Lesson 86.

Sound of short ě in last syllable.

at tēnd'	eon fěss'	up sět'	pro tět'
eon tēnd'	eon sēt'	un lěss'	• ad drěss'
in tēnd'	eon tēt'	se lēt'	eom mēnçe'
pre tēnd'	de fēnd'	ex çępt'	sue çěss'
im mēnsē'	de pēnd'	ex pět'	pos sěss'

Lesson 87.

OPPOSITE MEANINGS.

u nīte'	dī vīde'	de spīše'	re spět'
pūb'lie	prī'vate	ad mīre'	de tět'
sue çēed'	pre çēde'	sāfe'ty	dān'ger
swīft'est	slōw'est	fōr'ward	bäck'ward

Lesson 88.*Dictation Review.*

Open the door and close the window. Beware of danger. He will demand a reward. Some succeed where others fail. Be polite to all. Expect no praise. I will borrow four pennies. These counties have no cities. Better be busy than idle. Write the plural of lady.

Lesson 89.

Sound of long ē in last syllable.

ad hēre'	re liēf'	a chiēve'	re çēive'
se vēre'	be liēf'	be siēge'	re çēipt'
se erēte'	re liēve'	re triēve'	de çēive'
ap pēar'	be liēve'	ag griēve'	de çēit'

Lesson 90.

FOREST TREES.

ōak	lārch	pöp'lar	chēst'nut
ēlm	spruçe	līn'den	būt'ter nūt
pīne	çē'dar	wil'lōw	hīck'o ry
bēech	pe eān'	wal'nut	sÿe'a mōre
bīrch	mā'ple	hēm'lock	dōg'wood

Lesson 91.

Adjectives.	Nouns.	Adjectives.	Nouns.
ēaſ'y	châirſ	lārge	ör'an geſ
mēr'ry	bīrdſ	ān'gry	pēr'sonſ
īrk'sōme	tāskſ	roy'al	bān'nerſ
hēav'y	lōadſ	lā'zy	pēo'ple
plēaſ'ant	hōmeſ	joy'oūſ	grēet'ingſ

Lesson 92.

Various sounds of i in last syllable.

re fīne'	ad vīçe'	eon fīde'	be gīn'
be hīnd'	eon trīve'	re quīre'	for gīve'
be sīdeſ'	de vīſe'	re mīnd'	un tīl'
de çīde'	de līght'	sur prīſe'	for bīd'

Lesson 93.

POSSESSIVE FORM OF NOUNS.

Note the use of the apostrophe (') and s.

the quēen's erown	Phē'be's veil
the gīrl's shoēs	Ēd'win's whis'tle
the shēep's flēeçe	mōth'er's love
the būf'fa lō's māne	dū'ty's eall
the ea nā'ry's sōng	wi's'dòm's wāy's

Lesson 94.

Sounds of long ō and short ɔ in last syllable.

a shōre'	af fōrd'	re pōse'	be löng'
a wōke'	be hōld'	ex pōse'	for göt'
a bōard'	be stōw'	pro pōse'	un löck'
a flōat'	pro mōte'	sup pōse'	re şolve'
a bōde'	sup pōrt'	pro vōke'	a löng'

Lesson 95.

Sound of long ōō in last syllable.

un dö'	eo eōn'	bal lōn'	in trude'
ap prōve'	bab oōn'	har pōn'	pe ruşe'
re mōve'	ear tōn'	dra gōn'	re eruit'
re prōve'	ea bōose'	re prōof'	ab struse'

Lesson 96.

Dictation Review.

He will receive a joyous greeting. I believe it. The dragoons came to the relief of the besieged. The recruit wrote a receipt. Deceive no one. The paper contains a cartoon. The balloon was lost. Unlock the caboose. Abstruse means hidden. The whaler used his harpoon.

Lesson 97.

ADJECTIVES.

Add **er** and **est** to the words in this lesson.

nēat	fâir	brīght	mīld
mēan	fāint	strīet	wīld
elēar	frāil	fīrm	loud
mēek	eālm	fōnd	tall
grēen	frēsh	sōft	bōld

Lesson 98.

Various sounds of **u** in last syllable.

ex eūse'	in sūlt'	oe eūr'	a mōng'
en dūre'	dis gūst'	re tūrn'	a bōve'
re fūse'	be gūn'	un hūrt'	a mōngst'
re dūce'	eon sūlt'	dis tūrb'	be eōme'
pro eūre'	in strūet'	ab sūrd'	eon frōnt'

Lesson 99.

Consonant doubled before **er** and **est**.

hōt	hōt'ter	hōt'test	rēd
wēt	wēt'ter	wēt'test	sād
bīg	bīg'ger	bīg'gest	fīt
dīm	dīm'mer	dīm'mest	thīn
mād	mād'der	mād'dest	trīm
grīm	grīm'mer	grīm'mest	flāt
glād	glād'der	glād'dest	slīm
snūg	snūg'ger	snūg'gest	prīm

Add **er** and **est** to the words in the last column; double the final consonant.

Lesson 100.

Sounds of the diphthongs in the last syllables.

a void'	al loy'	a bout'	al low'
ap point'	an noy'	a loud'	de vour'
ex ploit'	en joy'	a mount'	un wound'
re joice'	em ploy'	æ count'	pro nounçe'
de void'	de stroy'	an nounçe'	sur round'

Lesson 101.

Nouns.	Verbs.	Nouns.	Verbs.
thün'der	rōarş	păr'rots	chăt'ter
ēa'gleş	sōar	pū'pilş	stüd'y
flow'erş	blōom	wăg'onş	rŭm'ble
nĕst'lingş	chĭrp	stărş	twĭnk'le
ĕn'gĭneş	pŭff	dĭ'a mōndş	spărk'le

Lesson 102.

Sound of **sh**.

shell	hărsh	shĭn'ing	pŭn'ish
shărp	flăsh	shĕl'ter	fŭr'nish
shōne	blŭsh	shăd'ōw	noŭr'ish
shāpe	brŭsh	shăg'gy	rĕl'ish

Lesson 103.

Dictation Review.

Excuse my delay. Such stories are absurd. The leopard will devour its prey. A thief is devoid of honor. He gave an account of his exploits. Avoid all evil. He will confront his foes. Can you endure the pain?

Lesson 104.

VERBS AND PARTICIPLES.

Verbs.	Past Part.	Present Part.	Verbs.
ădd	ădd'ed	ădd'ing	re pōrt'
plēad	plēad'ed	plēad'ing	re pēat'
mēlt	mēlt'ed	mēlt'ing	re quēst'
stārt	stārt'ed	stārt'ing	de dūet'
plānt	plānt'ed	plānt'ing	ob strūet'
trēat	trēat'ed	trēat'ing	as sīst'
chēat	chēat'ed	chēat'ing	re šīst'
drēad	drēad'ed	drēad'ing	pre dīet'

Add **ing** and **ed** to the verbs in the last column.

Lesson 105.

Sound of **wh**; the true sound being **hw**.

whīch	whēat	whīs'ky	whīth'er
whāle	whēlp	whīs'per	whēth'er
whīm	whēnce	whīt'tle	whīsk'ers
wharf	whīsk	whīm'per	whīte'ness
whēt	whēeze	whīn'ing	whēe'dle

Lesson 106.

Final **ed** with the sound of **d**.

Verbs.	Past Participles.	Verbs.	Past Participles.
chēer	chēered	ap pēal'	ap pēaled'
erawl	erawled	būr'den	būr'dened
growl	growled	lěv'el	lěv'eled
snārl	snārled	re gāin'	re gāined'
serēam	serēamed	sūm'mon	sūm'moned

Form the present participles of these verbs by adding **ing**.

Lesson 107.

Ch as in **machine**, marked **çh**; **ch** as in **school**, marked **eh**, with **h** silent; **x**, like **gz**, as in **exist**, marked **x**.

çhâiſe	ehăſm	eḡ äm'îne
çha grîn'	ehō'rus	eḡ äm'ple
çha rāde'	sehōl'ar	eḡ ěrt'ed
çhiv'al ry	ehēm'is try	eḡ hīb'it
ma çhin'er y	ehăr'ae ter	eḡ ĩst'ençe

Lesson 108.

Sound of final **ed** like **t**.

Verbs.	Past Participles.	Verbs.	Past Participles.
sēarch	sēarched	en rīch'	en rīched'
prēach	prēached	chěr'ish	chěr'ished
eröss	erössed	re lăx'	re lăxed'
mărch	mărched	at tăch'	at tăched'
elăsp	elăsped	at tăck'	at tăcked'
stămp	stămped	trī'umph	trī'umphed

Lesson 109.

Sound of **e** before **r** like **â**, marked **ê**, and of **e** before **r**, marked **ẽ**.

hêir	sêrv'ant	pêr'feet	pre ſêrve'
thêre	hêr'mit	sêrv'ĩçe	in sêrt'
whêre	mêr'çy	sêr'mon	de ſêrve'
êre	vêr'diet	çêr'tain	re vêrse'

Lesson 110.

Dictation Review.

Deduct the amount of this bill. The carts obstructed the streets. This storm was predicted. I am requested to do so. He was summoned to appear. The case was appealed. He will study chemistry. The machinery is out of order.

Lesson 111.

NAMES OF INSECTS.

bēe	mōth	lō'eust	kā'ty dīd
ānt	gnāt	hōr'net	būt'ter flȳ
flēa	mīdġe	erīck'et	grāss'hōp per
wāsp	spī'der	bēe'tle	mōs quī'to (mus kē)

Lesson 112.

VERBS AND PARTICIPLES.

Final consonant doubled before **ed** and **ing**.

grĭn	grĭnned	grĭn'ning	chōp
plān	plānned	plān'ning	wrāp
wāġ	wāġged	wāġ'ging	un fĭt'
dĭp	dĭpped	dĭp'ping	ex pĕl'
whĭp	whĭpped	whĭp'ping	re bĕl'
knōt	knōt'ted	knōt'ting	e quĭp'
slām	slāmmēd	slām'ming	en trāp'
drūm	drūmmēd	drūm'ming	eom mĭt'
o mĭt'	o mĭt'ted	o mĭt'ting	re grēt'
pre fĕr'	pre fĕrrēd'	pre fĕr'ring	eon trōl'

Write the participles of the verbs in the last column, being careful to double the final consonant before **ing** and **ed**.

Lesson 113.

Gh and ugh silent.

fĭght	sĭght	eąght	dōugh
frĭght	plĭght	taught	thōugh
heĭght	mĭght	wrōught	through
nĭght	brĭght	fōught	brōught

Lesson 114.

Write the participles of these verbs, omitting final **e** before **ing** and **ed**.

āe <i>he</i>	quō <i>te</i>	de ſī <i>re'</i>	tūm'ble
hō <i>pe</i>	prāi <i>ſe</i>	ar rī <i>ve'</i>	stūm'ble
lō <i>ve</i>	sēi <i>ze</i>	in vī <i>te'</i>	rīp'ple
dān <i>ce</i>	fōr <i>ce</i>	in dū <i>ce'</i>	bāb'ble
smō <i>ke</i>	tēā <i>ſe</i>	in elū <i>de'</i>	mūf'fle

Lesson 115.

Final **ūre**, with sound of **yur**.

pīet'ū <i>re</i>	rāpt'ū <i>re</i>	fāi'l'ū <i>re</i>	serīpt'ū <i>re</i>
nāt'ū <i>re</i>	eāpt'ū <i>re</i>	fēat'ū <i>re</i>	erēat'ū <i>re</i>
pāst'ū <i>re</i>	mīxt'ū <i>re</i>	mēāſ'ū <i>re</i>	seūlpt'ū <i>re</i>
vēnt'ū <i>re</i>	fīxt'ū <i>re</i>	tēxt'ū <i>re</i>	strūet'ū <i>re</i>

Lesson 116.

Past participle formed by changing **y** to **ied**.

dr̄ <i>y</i>	driēd	eār'ry	eār'ried
sp̄ <i>y</i>	spīed	fān'cy	fān'cied
er̄ <i>y</i>	erīed	hūr'ry	hūr'ried
pīt'y	pīt'ied	wēa'ry	wēa'ried
eōp'y	eōp'ied	stēad'y	stēad'ied
stūd'y	stūd'ied	eom pl̄y'	eom plied'

Lesson 117.

Dictation Review.

I caught a flea and a gnat. A mosquito bites and a hornet stings. What is your height? The crops were destroyed by the storms. He preferred to walk through the pasture. The babbling brook is never weary. Just praise gives pleasure. He complied with my request.

Lesson 118.*Trisyllables.*

ăn'i mal	ěv'er y	őf'fi ęer
ăe'ęi dent	ěd'i tor	pöv'er ty
ăn'gri ly	měl'o dy	hön'es ty
găl'ler y	mēm'o ry	pröp'er ty
făe'to ry	ěn'e my	eöm'mon ly
trăv'el er	sěp'a rāte	höl'i dāy
măr'i ner	hěş'i tāte	göd'li ness
hăp'pi er	děe'o rāte	tröp'ie al

Lesson 119.

TRADES AND OCCUPATIONS.

fărm'er	păint'er	flō'rist	găr'den er
grō'ęer	prınt'er	měr'chant	eăr'pen ter
drōv'er	bănk'er	drāy'man	plăs'ter er
plănt'er	eōop'er	săleş'man	blăck'smith
bŭtch'er	lăw'yer	bōat'man	göld'smith

Write the plurals of these words.

Lesson 120.

hīs'to ry	în'di eāte	sŭd'den ly
in'ju ry	īm'i tāte	hŭsk'i ly
in'dus try	dif'fer ent	jŭs'ti fŷ
mĭn'is ter	dĭl'i ęent	mŭl'ti plŷ
prĭş'on er	trĭv'i al	mŭl'ti tŭde
trĭck'er y	sĭm'i lar	sŭb'sti tŭte
tĭm'id ly	sĭn'gu lar	eŭl'ti vāte
bĭt'ter ly	ęĭt'i zen	sŭf'fo eāte

Lesson 121.

es täb'lish	for ěv'er	eon sĭd'er
im äg'ĭne	how ěv'er	be wĭl'der
in häb'it	re ŝem'ble	pro hĭb'it
sar eäs'tie	op prĕss'or	im priŝ'on
ro män'tie	re mĕm'ber	im plĭç'it
me täł'lie	ex pĕn'sive	so liç'it
or gän'ie	ex tĕn'sive	dis trĭb'üte
un häp'py	un plĕaŝ'ant	eon tĭn'üe

Lesson 122.**FARM PRODUCTS.**

rĕe	bär'ley	elō'ver	tĭm'o thy
rĭçe	büçk'whĕat	mĭł'let	to bäe'eo
ōats	eöt'ton	tūr'nips	pŭmp'kinŝ
eōrn	eōf'fee	mĕł'onŝ	po tā'tōeŝ

Lesson 123.

Long sound of vowels in unaccented syllables.

stät'üe	är'rōw	eön'trĭte	vĭ'o lāte
rĕs'eüe	ĕł'bōw	ĕx'ĭled	dĕł'e gāte
rĕf'üge	wĭd'ōw	ĕch'ōeŝ	dĕd'i eāte
är'güe	täl'lōw	mōt'tōeŝ	ĭn'sti gāte

Lesson 124.***Dictation Review.***

The painter wrought with skill. The mariner came to the rescue of the traveler. The factory is commonly closed on a holiday. The gardener will separate the seeds. Coffee is the berry of a tropical tree. What is the horizon? The citizens will decorate the statue of the great poet.

Lesson 125.

Long sound of vowels under the accent.

bāk'er y	rē'al ly	eū'ri oūs
brāv'er y	ē'qual ly	stū'di oūs
vā'ri oūs	ē'ven ing	nū'mer oūs
dān'ger oūs	ēa'ger ly	pū'ri fȳ
vol eā'no	ēaš'i ly	beaū'ti fȳ
tor nā'do	chēer'ful ly	en dūr'ançe
en ā'ble	ap pēar'ançe	a mūše'ment
a wāk'en	eon çēal'ment	in dūçe'ment

Lesson 126.

GARDEN PRODUCTS.

sāge	spīn'ach	pěp'perș	çel'er y
pēaș	eār'rots	eūr'rants	eū'eum berș
bēanș	eāb'bage	mūs'tard	to mā'tōeș
bēets	pārs'nips	rħu'bārb	rād'ish eș
lēeks	on'ionș	ëgg'-plānt	as pār'a gūs

Lesson 127.

Various sounds of vowels under the accent.

ār'ti ele	ëd'i fiçe	eòv'er ing
pār'ti ele	ğen'er oūs	eòm'pa ny
heärt'i ly	ğen'tle man	sòme'bod y
ār'e/i tēt	ël'e ment	shòv'el ful
aw'ful ly	rěad'i ly	wòn'der ful
eāre'ful ly	stěad'i ly	dis eòv'er
āft'er ward	spěç'i men	im pòr'tançe
mās'ter y	de tēr'mīne	mis fòrt'ūne

Lesson 128.

TRADES AND OCCUPATIONS.

mīn'er	eon düet'or	gläss'-blōw er
pūd'dler	brāke'man	gläss'-eüt ter
nāil'er	fīre'man	stōre'-kēep er
wēav'er	ěn ġi nēer'	bōök'-kēep er
tēam'ster	ma ġhīn'ist	shōe'-māk er

Lesson 129.

eāp'i tal	ěd'ū eāte	öp'po řite
prāe'ti eal	ěl'e vāte	prös'per oūs
nāt'ū ral	ěm'per or	eön'fi dent
eāb'i net	běn'e fit	qał'i ty
pār'al lel	těr'ri ble	qaņ'ti ty
pār'a söl	těn'der ly	löt'ter y
pās'sen ġer	pěr'feet ly	möd'est y
hāp'pi ness	yēs'ter daỹ	pöl'i ġy

Lesson 130.**Ph** with the sound of **f**.

phrāře	ġī'pher	pröph'et	ěl'e phant
sphēre	eām'phor	něph'ew	těl'e grāph
phlōx	sül'phur	tri'umph	phō'to grāph
sỹlph	pāmph'let	grāph'ie	phā'e tön

Lesson 131.

Dictation Review.—The engineer met with an accident. He is a practical machinist. The architect drew his plan carefully. The conductor will telegraph his nephew. The emperor was received in triumph. He gave a graphic account of the tornado. Rhubarb, celery, and spinach grow in our garden.

Lesson 132.

Trisyllables accented on the last syllable.

ō ver häng'	pěr se vēre'	in ter rūpt'
ō ver lōad'	in ter fēre'	rē eon strūet'
ēn ter tāin'	rēp re šēnt'	in se eūre'
as ęer tāin'	rēe om mēnd'	im ma tūre'
im po līte'	rēe ol lēet'	dīs o blięe'
ād ver tīše'	dīs a grēe'	un be liēf'
sū per vīše'	pī o nēer'	un der stōod'
eō in ęīde'	vōl un tēer'	im por tūne'

Lesson 133.

FAMILIAR OBJECTS IN THE CITY.

strēets	houš'eş	wăg'onş	pāve'ment
stōreş	hōrs'eş	būg'gieş	sīde'wălk
shōps	drīv'erş	eăr'riag eş	eūrb'-stōneş
sīgnş	drāyş	awn'ingş	gūt'terş
gōodş	bōx'eş	stēe'pleş	pēo'ple

Lesson 134

Monosyllables containing silent vowels.

vāin	hēat	glēam	yiēld	wōe
trāil	elēave	blēat	piēęe	pōur
brāid	ęēase	tēarş	chiēf	fōeş
sāint	spēak	strēak	piēręe	eōast
trāin	rēach	bēast	niēęe	rōast
rāil	lēave	erēam	priēst	flōat
snāil	shēar	snēak	griēf	mōurn
drāin	plēad	drēam	briēf	sōuręe

Lesson 135.**FAMILIAR OBJECTS IN THE COUNTRY.**

rōads	fēnç'eş	bärnş	flow'erş
fiēldş	hēdg'eş	grāinş	ôr'chardş
wōodş	brīdg'eş	vāl'leyş	stā'bleş
erēeks	grāss'eş	för'ests	eăt'tle
stōneş	bush'eş	mēad'ōwş	färm'erş

Lesson 136.

The Italian sound of ä.

pärt	pär'ty	chärg'ing	a jär'
päthş	pär'don	stärv'ing	a fär'
bäthş	mär'ket	stärt'le	ba zär'
härk	fär'ther	spärk'le	be hälf'
shärk	där'ling	här'ness	de pärt'
chärm	här'bor	därk'ness	em bärk'
smärt	pär'çel	smärt'ness	diş ärm'
härsh	fä'ther	fär'thing	dis eärd'
eärve	pär'lor	tär'nish	re tärd'
guärd	seär'let	pär'tridge	dis chärg'e'

Lesson 137.

Dictation Review.—The merchant will advertise his goods. Will you ascertain the cost of the carriage? Do not interrupt me. The pioneers built their huts in the forest. Recollect that I disagree with you. The volunteer importuned the guard to let him pass. We saw a partridge in the bushes. The chief gave his niece a piece of scarlet cloth.

Lesson 138.

Short sound of *ă*.

<i>wrăp</i>	<i>serățch</i>	<i>măn'ner</i>	<i>săv'ăge</i>
<i>serăp</i>	<i>thățch</i>	<i>răs'eal</i>	<i>dăm'ăge</i>
<i>seănt</i>	<i>chăp'ter</i>	<i>ăet'ive</i>	<i>răn'dôm</i>
<i>eănst</i>	<i>băt'ter</i>	<i>ăsh'eș</i>	<i>găm'bol</i>
<i>erăsh</i>	<i>băn'ter</i>	<i>ăg'ate</i>	<i>spăn'gle</i>
<i>seălp</i>	<i>lăd'der</i>	<i>ăg'ile</i>	<i>tăn'gle</i>
<i>frăne</i>	<i>băn'ish</i>	<i>ăsp'en</i>	<i>wrăn'gle</i>
<i>trăet</i>	<i>eăs'tle</i>	<i>păl'açe</i>	<i>chăn'nel</i>

Lesson 139.

TOOLS USED BY FARMERS.

<i>hōeș</i>	<i>plowș</i>	<i>hōrse'-răke</i>	<i>scythe</i>
<i>răkes</i>	<i>hăr'rōw</i>	<i>hăy'-fōrk</i>	<i>eră'dle</i>
<i>flăiș</i>	<i>rōll'er</i>	<i>hăy'-knife</i>	<i>mōw'er</i>
<i>małl</i>	<i>măt'tock</i>	<i>whēt'stōne</i>	<i>rēap'er</i>
<i>wēdge</i>	<i>eul'ti vā tor</i>	<i>grīnd'stōne</i>	<i>thrăsh'er</i>

Lesson 140.

Long sound of *ā* under the accent.

<i>blāde</i>	<i>ā'corn</i>	<i>chām'ber</i>	<i>be hāve'</i>
<i>glāde</i>	<i>hās'ten</i>	<i>strān'ger</i>	<i>en gāge'</i>
<i>flāke</i>	<i>hā'zel</i>	<i>rāi'ment</i>	<i>ar rānge'</i>
<i>sprāy</i>	<i>māid'en</i>	<i>plāy'māte</i>	<i>for sāke'</i>
<i>fāith</i>	<i>nā'tive</i>	<i>vā'eant</i>	<i>ob tāin'</i>
<i>breāk</i>	<i>fā'tal</i>	<i>frā'grant</i>	<i>re tāin'</i>
<i>elāim</i>	<i>mān'ger</i>	<i>sā'ered</i>	<i>ab stāin'</i>
<i>sprāin</i>	<i>serāp'er</i>	<i>fā'mouș</i>	<i>pro elāim'</i>

Lesson 141.

Short sound of ě under the accent.

erĕst	dĕath	vĕs'sel	rĕad'y
erĕpt	mĕant	elĕv'er	bĕl'fry
spĕck	drĕad	dĕŝ'ert	ĉĕl'lar
fĕtch	dĕalt	ĕf'fort	ĕs'senĉe
fĕck	thrĕat	fĕl'lōw	ĕr'rand
lĕngth	sprĕad	yĕl'lōw	lĕdg'er
dwĕll	hĕalth	whĕth'er	prĕŝ'enĉe
knĕll	stĕalth	fĕath'er	shĕp'herd
dĕpth	brĕath	wĕap'on	dĕaf'ness
wrĕtch	brĕadth	jĕal'ōus	brĕak'fast

Lesson 142.

ARTICLES IN A DRY-GOODS STORE.

hōŝe	chĭntz	vĕl'vet	blānk'ets
jeānŝ	müŝ'lin	eām'brie	flān'nel
lāwnŝ	lĭn'en	bro eāde'	veĭl'ing
plāid	tĭck'ing	de lāine'	me rĭ'no
prĭnts	tow'elŝ	eāsh'mĕre	al pāe'à
thrĕad	lā'ĉeŝ	gĭng'ham	eāŝ'si mĕre

Lesson 143.

Dictation Review.—A random shot may do great damage. The lambs gambol in the meadows. The stranger met with a fatal accident on the railroad. A rascal stole a scythe from the farmer. What is the breadth of the vessel? Flannel is made of wool. The maiden bought some thread and lace. We had a steak for breakfast.

Lesson 144.

ARTICLES IN A HARDWARE STORE.

ăx'eq̃	wrēnch	hătch'et	bück'ets
saw̃q̃	scāleq̃	măl'let	ruł'erq̃
fileq̃	serew̃q̃	hăm'mer	kět'tleq̃
tong̃q̃	slēd'ge	au'ger	stēel'yards̃
plāneq̃	knōbq̃	gim'let	scīq̃'sorq̃
spōonq̃	gouge	trow'el	pīn'cerq̃

Lesson 145.

Broad a, and â as in air.

wart	fault	quar'ter	prâyer
haul	sauce	naugh'ty	fâir'y
talk	fraud	haugh'ty	dâr'ing
stalk	warmth	daugh'ter	spâr'ing
dwarf	warned	slaugh'ter	weâr'ing
dawn	al'so	pau'per	squâr'e'ly
straw	al'mōst	saucy	seârce'ly
drawn	al'wāyq̃	awk'ward	pâr'ent
sprawl	au'tumn	law'sūit	fâre wēll'

Lesson 146.

ARTICLES IN A DRUG STORE.

oilq̃	wīneq̃	văr'nish	whīte'wash
pāints	spōng'eq̃	līq'uorq̃	eāl'çi mīne
sōaps	poi'sonq̃	môr'phīne	elōtheq̃'-brūsh
eōmbq̃	vī'alq̃	mēd'i çīne	hâir'-brūsh
dyeq̃	bōt'tleq̃	per fūm'er y	tōoth'-brūsh
sâlve	tīnet'ūreq̃	eoq̃ mēt'ies	eÿe'-wā ter

Lesson 147.

squēak	bēa'eon	ea rēer'	mērgē
spēar	wēak'en	a slēep'	gērm
strēam	ēa'şel	a grēed'	spērm
hēave	trēa'şon	de erēe'	sērgē
çēase	sēa'man	re pēnt'	ēarth'ly
erēase	dēa'eon	re flēet'	ēar'nest
drēamş	trēa'ty	de tēt'	lēarn'ing
chēap	chēat'ing	in spēet'	sērv'ants
grēet	frēe'dom	ex pēnse'	pēr'sonş
brēeze	frēe'man	in stēad'	pēr'fūme
knēel	ēi'ther	out sprēad'	re şerve'

Lesson 148.

ARTICLES IN A GROCERY.

flour	spi'çesş	bā'eon	çin'na mon
mēal	ğin'ger	oys'terş	mo lās'seş
fruıts	pēp'per	būt'ter	vın'e gar
elōveş	eān'dleş	pıck'leş	chōe'o late
tēaş	rāi'şinş	sır'up	vēg'e ta bleş
stärch	blū'ing	eätch'up	hōm'i ny

Lesson 149.

Dictation Review.—The carpenter uses a chisel and an auger. The mason uses a trowel and a hammer. The deacon's daughter lost her scissors. There is poison in the vial and perfumery in the bottle. To succeed, one must be in earnest. The pauper is kept at the expense of the city. The seaman bought molasses and raisins. You have cause to reflect.

Lesson 150.

sting	rĭd'dle	erĭt'ie	strĭng'y
mĭsts	jĭn'gle	bĭt'terŝ	guĭlt'y
pĭnch	wrĭnk'le	thĭth'er	lĭq'uid
stĭtch	trĭnk'et	ĭn'fant	shĭm'mer
elĭnch	buĭld'er	dĭs'tançe	skĭm'mer
elĭff	pĭl'lar	ĭn'stant	skĭll'ful
thrĭll	flĭm'sy	splĭnt'er	wĭll'ful
shrĭll	mĭm'ie	kĭtch'en	sĭck'le
lĭmbŝ	erĭm'son	blĭs'ter	gĭg'gle
mĭdst	çĭs'tern	fĭl'bert	wrĭg'gle
wĭnks	çĭn'der	vĭl'lage	fĭck'le

Lesson 151.

NAMES OF FLOWERS.

pĭnks	erō'eus	vĭ'o lēt	a nēm'o ne
dāi'sy	cow'slip	snōw'drōp	hōn'ey-sūck le
pān'sy	āŝ'ter	přĭm'rōŝe	dān'de lĭ on
pōp'py	blūe'bĕll	dāf'fo dĭl	mōrn'ing-glō ry
tū'lip	wōod'bĭne	būt'ter eūp	sūn'flow er

Lesson 152.

Long *i*, and *i* before *r* in accented syllable.

sĭgh	çĭ'der	ĭn elĭne'	fĭrm'ly
nĭgh	fĭ'ber	re ŝĭde'	thĭrst'y
rĭnd	trĭ'al	re tĭre'	skĭr'mish
spĭed	rĭ'val	eom bĭne'	skĭrt'ing
guĭde	elĭ'ent	pro vĭde'	gĭrl'ish
smĭte	erĭ'er	de fĭle'	sĭr'loin

Lesson 153.

blōat	fłock	eōr'al	bōth'er
ghōst	erōck	yōn'der	ōf'fice
swōrd	stōck	sōl'emn	nōd'ding
hōarse	blōck	blōs'som	ōb'jeet
knōwn	sōlve	prōb'lem	hōn'orŝ
fłown	dōdġe	prōs'per	eōb'bler
rōgue	lōdġe	eōn'vent	eōt'taġe
pōured	blōtch	eōn'stant	bōnd'age
eōach	blōnde	eōn'duet	nōn'sense
lōathe	grōwth	eōn'vert	ōn'ward

Lesson 154.**ARTICLES OF FURNITURE.**

châirŝ	bēd'stēad	quīlts	mīr'ror
stōolŝ	bōōk'-eāse	pīl'lōw	brāck'et
lounge	wārd'rōbe	bōl'ster	fēnd'er
set tēe'	wāsh'-stānd	māt'tress	eūr'tainŝ
eār'pets	bū'reau (rō)	eush'ion	ōt'to man

Lesson 155.

Dictation Review.—The daisy and the poppy close at night. An aster has the shape of a star. The crocus and the cowslip bloom early in the spring. The buttercup and the dandelion grow in the fields. Water is a liquid. The guide had traveled a long distance. This witness proved that my client was not guilty. The farmer is skillful in the use of a sickle. Did you solve the problem? The cobbler lives in a cottage in the village. The cushion is on the lounge. There is a mirror on the bureau.

Lesson 156.Sound of short *ũ* in accented syllable.

elũng	eũd'dle	mũt'ter	dõth
pũnch	mũd'dle	sũl'try	blõod
strũck	dõub'le	elũm'sy	flõod
shrũbŝ	hũs'tle	shũt'ter	dõz'en
trũsts	hũn'gry	stũt'ter	mõnk'eÿ
dũmb	hũŝband	sũb'stançe	eov'ert
erũmb	eũn'ning	jũdg'ment	nõth'ing
toũch	eovŝin	seũlp'tor	wõn'der
bũdęe	eovr'age	dũmp'ling	smõth'er

Lesson 157.

NAMES OF MEASURES.

ĩnch	chāin	ęill	gāl'lon
fõot	ā'ere	pĩnt	bũsh'el
yārd	sēe'tion	quārt	hõgŝ'hēad
pērch	lēague	pēck	sēe'ond
mĩle	fāth'om	ouņçe	mĩn'ute (it)

Lesson 158.Long sound of *ũ*, and sound of *u* before *r*.

pew	dũ'ly	stũ'dent	sũr'façe
few	sũ'et	stũ'por	pũr'põse
mew	mũ'ŝie	ũse'less	pũr'chase
newŝ	flũ'id	plũm'age	mũr'der
elew	flũ'ent	jũi'ęy	bũrn'ing
view	stũ'pid	pro dũęe'	chũrl'ish
stew	neũ'ter	sub dũe'	chũrch'-yārd
knew	beaũ'ty	re bũke'	nũrs'er y

Lesson 159.

This lesson, and several others, contain pairs of words alike in pronunciation, but differing in spelling and meaning.

āte, *did eat.*

ēight, *a number.*

bāse, *low ; mean.*

bāss, *a part in music.*

grāte, *a fire-place.*

grēat, *large ; grand.*

hāle, *strong ; healthy.*

hāil, *frozen rain.*

māde, *finished.*

māid, *a girl.*

prāy, *to beseech.*

prey, *plunder.*

sāle, *a selling.*

sāil, *of a ship.*

tāle, *a story.*

tāil, *of an animal.*

Require pupils to use these words in sentences.

Lesson 160.

Sound of long *oo*.

trōop

grōom

tōur'ist

trūth

drōop

spōol

out dō'

strew

stōop

glōom

un eōuth'

brūisēd

prōof

brōom

im prōve'

trū'ant

rōost

seōop

be hōove'

ru'mor

lōose

swōon

sa lōon'

ru'de'ly

bōom

brōod

un lōose'

ru'inſ

Lesson 161.

Dictation Review.—The sculptor carved a statue. In my judgment, nothing can be done. We should learn to govern ourselves. The day was warm and sultry. Be kind to the dumb beasts. The monkey is a cunning animal. Six hundred forty acres make a section. Three miles make a league. Six feet make a fathom.

Lesson 162.

Sound of the diphthongs.

howl	doubt	show'er	boil'er
prowl	ground	eow'ard	joint'ed
drown	stout	pow'der	moist'en
gown	sprout	down'eást	loi'ter
crowd	bough	count'er	voy'age
drowse	slough	fount'ain	loy'al

Lesson 163.

Words pronounced alike.

bēat, <i>to strike.</i>	pēace, <i>quiet ; rest.</i>
bēet, <i>a vegetable.</i>	piēce, <i>a part ; a bit.</i>
dēer, <i>an animal.</i>	rēed, <i>a plant.</i>
dēar, <i>beloved.</i>	rēad, <i>to peruse.</i>
flēe, <i>to run away.</i>	sēa, <i>the ocean.</i>
flēa, <i>an insect.</i>	sēe, <i>to view.</i>
hēar, <i>to listen.</i>	sēem, <i>to appear.</i>
hēre, <i>in this place.</i>	sēam, <i>a line in sewing.</i>
mēet, <i>to come together.</i>	stēel, <i>refined iron.</i>
mēat, <i>animal food.</i>	stēal, <i>to rob.</i>

Lesson 164.Sound of short Italian **â** in last syllable.

ē'rá	gā'lá	ī dē'à	pǐ äz'zà
sō'dà	pū'mà	e nǐg'mà	ver bē'nà
sō'fà	ěx'trà	go rǐl'là	fôr'mu là
lā'vâ	pōl'kâ	ve răn'dâ	ehōl'er â
mī'eà	eôm'mà	a rō'mà	sǐl'i eà
drâ'mâ	mâ'ni â	něb'ū là	plěth'o rà

Lesson 165.

NAMES OF FISHES.

shăd	chŭb	mŭl'let	pĭck'er el
ēel	sprăt	sŭck'er	măck'er el
pĭke	smĕlt	sălm'on	hĕr'ring
eărp	eăt'-fĭsh	mĭn'nōw	săr'dine
băss	sŭn'fĭsh	stŭr'gĕon	floun'der
pĕrch	swōrd'-fĭsh	hăd'dock	gŭdg'eon

Lesson 166.Final **tion** pronounced like **shun**.

mō'tion	ad dĭ'tion	at tĕn'tion
nō'tion	am bĭ'tion	eol lĕe'tion
nā'tion	po ŝĭ'tion	eon vĕn'tion
ăe'tion	eon dĭ'tion	dĭ rĕe'tion
mĕn'tion	af flĕe'tion	dis erĕ'tion
stă'tion	de serĭp'tion	ex çĕp'tion
pōr'tion	pre dĕ'tion	lo eă'tion
ră'tion	re strĕe'tion	re lă'tion

Lesson 167.

Dictation Review.—A shower would moisten the dry ground. We had a drink at the fountain. There is no doubt about it. You have a fine view from the piazza. Who can solve the enigma? At one time, the Dutch had a great mania for dahlias. Can you give a description of the zebra? Have you ever seen a puma or a gorilla? Mention the names of all the fishes you have seen. Discretion is the better part of valor.

Lesson 168.

Ci and si with the sound of sh.

vī'ciouš	vēr'sion	ex eûr'sion	sus pī'cion
grā'ciouš	mīs'sion	a vēr'sion	of fī'ciouš
prē'ciouš	pās'sion	ex pān'sion	suf fī'cient
spē'ciouš	sō'cial	im mēr'sion	de fī'cient
lūs'ciouš	spě'cial	as pēr'sion	pro fī'cient

Lesson 169.

NAMES OF MUSICAL INSTRUMENTS.

fīfe	eôr'net	băn'jo	me lō'de on
drūm	bū'gle	guī tār'	elār i o nēt'
lūte	trūm'pet	vī o līn'	ae eôr'dī on
hārp	çym'balš	pī ä'no	bāss'-vī ol
lÿre	ôr'gan	bäg'pīpe	kēt'tle-drūm

Lesson 170.

Words pronounced alike.

elīme, <i>climate; country.</i>	quīre, <i>twenty-four sheets.</i>
elīmb, <i>to mount up.</i>	ehoir, <i>a band of singers.</i>
dīe, <i>to cease to live.</i>	rÿe, <i>a kind of grain.</i>
dÿe, <i>to color.</i>	wrÿ, <i>crooked; distorted.</i>
īsle, <i>a small island.</i>	sīze, <i>bulk; bigness.</i>
aīsle, <i>a passage.</i>	sīghs, <i>grieves; laments.</i>
līe, <i>a falsehood.</i>	slīght, <i>to neglect.</i>
lÿe, <i>alkaline liquid.</i>	slēight, <i>an artful trick.</i>
mīte, <i>a small object.</i>	stīle, <i>steps over a fence.</i>
mīght, <i>power; ability.</i>	stÿle, <i>manner; diction.</i>
nīght, <i>darkness.</i>	tīme, <i>a season; period.</i>
knīght, <i>title of honor.</i>	thÿme, <i>a garden-plant.</i>

Lesson 171.

DAYS AND MONTHS AND THEIR ABBREVIATIONS.

Sūn'day,	Sun.	Mārch,	Mar.
Mòn'daÿ,	Mon.	Ā'pril,	Apr.
Tūeſ'daÿ,	Tues.	Ju lÿ',	Jul.
Wēdneſ'daÿ,	Wed.	Āu'gust,	Aug.
Thūrs'day,	Thurs.	Sep tēm'ber,	Sept.
Frī'day,	Fri.	Oe tō'ber,	Oct.
Sāt'ur day,	Sat.	No vēm'ber,	Nov.
Jān'ū a ry,	Jan.	De ġem'ber,	Dec.
Fēb'ru a ry,	Feb.	Chrīst'mas,	Xmas.

Lesson 172.

Words in which the sound of **a** in the unaccented syllable approaches the sound of short **ū**.

vō'eal	mōr'al	bāl'lad	bēd'lam
lō'eal	mō'tal	bāl'last	mād'am
tō'tal	mēd'al	tēn'ant	seān'dal
fō'ral	mēn'tal	eōn'stant	dīſ'mal
pōst'al	ġen'tral	dīs'tant	bār'rack

Lesson 173.

Dictation Review.—There will be excursions on Tuesday and Wednesday. He made a specious excuse. This boy has a strong aversion to study. Suspicion points to him as the guilty person. February is the shortest month. The floral display is very fine. The lady played the guitar and sang a ballad. This piano received the first medal. What will be the total cost? The barrack was cold and dismal.

Lesson 174.

Words in which the sound of **o** in the unaccented syllable approaches the sound of short **ũ**.

rī'ot	tāl'on	dē'mon	věn'om
pī'lot	dräg'on	eō'lon	eūs'tom
piv'ot	fläg'on	erāy'on	rān'som
bīg'ot	fěl'on	sī'phon	sūm'mon
hāv'oe	měl'on	çit'ron	sēr'mon
pīs'tol	pīs'ton	mā'tron	bīsh'op

Lesson 175.

TITLES AND THEIR ABBREVIATIONS.

Mīs'ter,	Mr.	Pro fëss'or,	Prof.
Mīs'tress,	Mrs.	Döe'tor,	Dr.
Gën'tle men,	Messrs.	Çap'tain,	Capt.
Es quīre',	Esq.	Mā'jor,	Maj.
Hön'or a ble,	Hon.	Çolo'nel (kûr),	Col.
Rëv'er end,	Rev.	Gën'er al,	Gen.

Lesson 176.

Use these words in appropriate sentences.

bīn, <i>a place for grain, etc.</i>	lÿnx, <i>a wild animal.</i>
been, <i>participle of be.</i>	līnks, <i>of a chain.</i>
gīlt, <i>gilding.</i>	līmb, <i>an arm or leg.</i>
guīlt, <i>crime; sin.</i>	līm̄n, <i>to paint or sketch.</i>
hīm, <i>that man or boy.</i>	nīt, <i>an insect's egg.</i>
hÿmn, <i>a sacred song.</i>	knīt, <i>to form or join.</i>
īn, <i>within; present.</i>	prīm'mer, <i>more prim.</i>
īnn, <i>a public-house.</i>	prīm'er, <i>a child's book.</i>
kīll, <i>to take away life.</i>	rīng, <i>to sound.</i>
kīln, <i>an oven or furnace.</i>	wrīng, <i>to twist.</i>

Lesson 177.

Final **or**, representing a sound like that of **ur** in **sulphur**.

är'dor	au'thor	sā'vor	vīṣ'it or
ān'ehor	hōr'ror	vīe'tor	ōr'a tor
elān'gor	āet'or	flā'vor	mōn'i tor
ār'bor	trāit'or	jū'ror	ān'çes tor
rīg'or	hār'bor	ēr'ror	im pōs'tor

Lesson 178.

In this lesson **e** is silent in **le**, but sounded in **el**.

ām'ple	kīn'dle	trīck'le	rēb'el
eäck'le	büçk'le	erüm'ple	nīck'el
dāz'zle	müz'zle	trām'ple	mōd'el
fēe'ble	püz'zle	erüm'ble	nōv'el
fōn'dle	sīm'ple	spīn'dle	tūn'nel
sēt'tle	brīt'tle	shūf'fle	gōs'pel
sām'ple	būn'gle	seūt'tle	tās'sel
dīm'ple	dān'gle	prāt'tle	sōr'rel
rāt'tle	strüg'gle	eoüp'le	tīn'sel

Lesson 179.

Dictation Review.—The bishop preached the sermon. The flagon of wine was broken. The talons of a hawk are long and sharp. The pilot carried a pistol. Citrons and lemons grow on small trees. The works of Dr. Holmes are full of humor. Prof. Longfellow was the author of many fine poems. Gen. Benedict Arnold proved a traitor. Capt. John Smith was an early explorer. The ship lost her anchor. Our ancestors fought with great ardor. Who was the victor?

Lesson 180.

WORDS OF SIMILAR MEANING.

bārd	pō'et	ex pērt'	dēx'ter oūs
bōon	fā'vor	ex āet'	āe'eu rate
bālm	oint'ment	ex trēme'	out'er mōst
blīthe	mēr'ry	eūl'prit	erīm'i nal
briēf	eon ċise'	de sīgn'	in tēn'tion
bāne	poi'son	dī vīne'	hēav'en ly
chīde	re būke'	diš ēaše'	māl'a dy
dēll	vāl'ley	fēr'tile	pro dūe'tive

Lesson 181.

eōarse, *not fine.*

eōurse, *a track; a way.*

grōan, *a moaning sound.*

grōwn, *increased.*

hōle, *a hollow place.*

whōle, *all; entire.*

lōne, *solitary.*

lōan, *a thing lent.*

mōan, *to lament.*

mōwn, *cut down.*

mōte, *a particle of dust.*

mōat, *a ditch.*

rōad, *a way.*

rōde, *did ride.*

sōre, *painful.*

sōar, *to fly aloft.*

Lesson 182.

Sound of **a** in last syllable almost like short **ě**.

prěf'āçe	pōst'āğe	drāin'āğe	ōb'du rate
elī'mate	pās'sāğe	fō'li āğe	fōrt'ū nate
pī'rate	päck'āğe	āv'er āğe	dēs'per ate
sěn'ate	rāv'āğe	mū'ċil āğe	ōb'sti nate
tēr'raçe	saū'sāğe	ad vān'tāğe	prōf'li gate
sōl'āçe	coin'āğe	dis eoūr'āğe	tēm'per ate
sūr'façe	hōm'āğe	en eoūr'āğe	mōd'er ate

Lesson 183.

Words ending in **ent**.

ěv'i dent	a bāte'ment	vī'o lent
ěm'i nent	ad jā'cent	lē'ni ent
ěx'cel lent	com plā'cent	ôr'na ment
rěg'i ment	ex ċite'ment	im'mi nent
in'ci dent	a pārt'ment	nū'tri ment
in'stru ment	ap pâr'ent	pěr'ma nent
môn'ū ment	trans pâr'ent	ad hēr'ent
měr'ri ment	per sīst'ent	re ŝent'ment

Lesson 184.

blūe, <i>a color.</i>	dūn, <i>a dark color.</i>
blew, <i>did blow.</i>	dōne, <i>finished.</i> [<i>religion.</i>
dūe, <i>owing.</i>	nūn, <i>a woman devoted to</i>
dew, <i>moisture.</i>	nōne, <i>not any.</i>
flūe, <i>passage for smoke.</i>	rūng, <i>did ring.</i>
flew, <i>did fly.</i>	wrūng, <i>twisted.</i>
new (nū), <i>fresh.</i>	skūll, <i>part of the head.</i>
knew, <i>did know.</i>	seūll, <i>a small boat.</i>

Lesson 185.

Dictation Review.—The pirates made a desperate fight. The profligate was both vicious and obstinate. He became an obdurate rascal. A warm climate produces a rich foliage. Glass is transparent. He was persistent in his demands. This incident caused great merriment. The flood produced great excitement both in town and in the adjacent country. The mistake is evident. The judge gave a mild and lenient charge to the jury.

Lesson 186.Words ending in **ant**.

pěaș'ant	rā'di ant	a būn'dant
war'rant	ăr'ro gant	at tēnd'ant
în'stant	ăp'pli eant	dis eôrd'ant
vă'grant	sțim'ū lant	in dīg'nant
stăg'nant	ěl'e gant	trī ũmph'ant
rēm'nant	ēm'i grant	lieū tēn'ant

Lesson 187.

ADJECTIVES OF SIMILAR MEANING.

săd	pāin'ful	griēv'oūs	lăv'ish	pro fūse'
still	se rēne'	quī'et	rū'ral	rūs'tie
făr	re mōte'	fōr'eign	ēld'est	ōld'est
wīșe	pru'dent	dis erēet'	lē'gal	law'ful
fīt	prōp'er	dē'cent	gō'ry	blōod'y
trūe	hōn'est	sin çere'	dīș'mal	glōom'y
whōle	en tīre'	tō'tal	stūr'dy	hărd'y
dūll	tōr'pid	be nūmbed'	wan'ton	spōrt'ive

Lesson 188.

COMMERCIAL TERMS AND ABBREVIATIONS.

Dēbt'or,	Dr.	Re çeived',	Rec'd.
Çrēd'it or,	Cr.	Pāy'ment,	Pay't.
Ae count',	Acct.	Mēr'chan dīșe,	Mdse.
Băl'ançe,	Bal.	Dīt'to (the same)	Do.
A mount',	Amt.	În'ter est,	Int.
Çôm'pa ny,	Co.	Dīs'eount,	Disct.

C. O. D., Çășh (or Çol lēt') on De liv'er y.
Pēr çent., By the hūn'dred.

Lesson 189.

âir, *the atmosphere.*
 êre, *before.*
 hêir, *one who inherits.*
 bâre, *naked; mere.*
 beâr, *an animal.*
 fâre, *price of passage.*
 fâir, *pure; clear.*
 hâre, *an animal.*
 hâir, *of the head.*

pâre, *to cut off.*
 pâir, *two of a kind.*
 peâr, *a fruit.*
 stâre, *to look earnestly.*
 stâir, *a step.*
 thêir, *belonging to them.*
 thêre, *in that place.*
 wâre, *goods; merchandise.*
 weâr, *to waste by use.*

Lesson 190.

Synonymous adverbs ending in *ly*.

brišk'ly	răp'id ly	nîçe'ly	pre çise'ly
sôre'ly	griëv'oûs ly	smôoth'ly	se rëne'ly
striet'ly	ex äet'ly	hûm'bly	möd'est ly
eâlm'ly	quî'et ly	rîght'ly	eor rëet'ly
vâst'ly	im mënse'ly	whôl'ly	en tîre'ly
lâst'ly	fî'nal ly	mëan'ly	ig nô'bly
hôarse'ly	hûsk'i ly	quïck'ly	spëed'i ly
warm'ly	fër'vent ly	săd'ly	môurn'ful ly
prömt'ly	rëad'i ly	jüst'ly	wôr'thi ly

Lesson 191.

Dictation Review.—Stagnant water is unfit for use. The officer had a warrant for the vagrant. The remnant of flannel was sold cheap. The emigrant seeks a home in the West. The lieutenant was triumphant. The verdict was proper and lawful. The action of a foreign king was grievous to our ancestors.

Lesson 192.

Various sounds of **a** under the accent.

jäck'et	ān'gel	är'my	stäg'ger
lăn'çet	wā'fer	ärt'ist	shăt'ter
păn'ie	wāil'ing	vār'nish	plăt'ter
plăn'et	pāl'ingș	hār'vest	lăn'tern
hăp'pen	stāte'ment	eār'bon	păs'sive
găr'ret	al'ter	găr'ment	lăt'tiçe
dăm'șel	eal'dron	măs'ter	ăb'sençe
stănd'ard	eau'tion	glănç'ing	chăl'lengē

Lesson 193.

VERBS OF SIMILAR MEANING.

grōw	en lărgē'	in erēase'	re plȳ'	re spōnd'
fēed	noūr'ish	nūrt'ūre	hū'mor	in dūlge'
chēck	hīn'der	pre vēnt'	pro çēed'	ad vānçe'
bound	līm'it	re striet'	sur pās's'	ex çēed'
mūșe	stūd'y	pōn'der	re vōke'	re eall'
doubt	sus pēet'	mis trūst'	re stōre'	re plāçe'
warn	in fōrm'	ap prīșe'	or dāin'	ap point'
think	sup pōșe'	pre șūme'	as sērt'	main tāin'

Lesson 194.

ădds, *joins to.*ădz, *a carpenter's tool.*băd, *not good.*băde, *commanded.*eăn'on, *a law; a rule.*eăn'non, *a great gun.*eăn'vas, *a coarse cloth.*eăn'vass, *to solicit votes.*măn'tle, *a cloak.* [place.măn'tel, *shelf over a fire-*păl'let, *a small bed.*păl'ate, *roof of the mouth.*

Pupils should use each of these words in a sentence.

Lesson 195.

Various sounds of e under the accent.

tēm'per	re trēat'	ēm'bers	ērr'ing
tēm'pest	eon ġeal'	bēl'lōw	vēr'diet
tēmt'ed	ex ġempt'	lēath'er	yēarn'ing
frēsh'et	in vēst'	prēš'enġe	ēarth'ward
fēt'ter	e lēet'	nēi'ther	su pērb'
scēp'ter	ex ġess'	lēiș'ūre	in fēr'
wēl'eome	dis trēss'	lēet'ūre	ob șerve'
rēp'tile	de scēnt'	trēaș'ūre	dis pērse'

Lesson 196.

COMMON ABBREVIATIONS.

Fōre'nōon, A. M.	Ċoun'ty, Co.
Āft'er nōon, P. M.	Ān'swer, Ans.
Lāst mōnth, Ult.	Pōst'seript, P. S.
Thīs mōnth, Inst.	Mān'ū seript, MS.
Nēxt mōnth, Prox.	Vōl'ūme, Vol.
Rāil'rōad, R. R.	Nūm'ber, No.
Pōst Ōf'fiġe, P. O.	Mount'aīn, Mt.
Tāke nō'tiġe, N. B.	Ex ām'ple, Ex.

Lesson 197.

Dictation Review.—DEAR TEACHER: You requested us this A. M., to write you some sentences containing abbreviations. I will drop this MS. into the P. O., on the 27th inst., and hope you will have rec'd it by the 1st prox. Smith & Co. do a large business and send Mdse. to all parts of the country. In our town, we have a Dr., a Prof., a Capt., a Maj., a Col., but no Gen. I come into the city every day on the R. R.

P. S. I think this is a good exercise.

Lesson 198.

NOUNS OF SIMILAR MEANING.

thēme	süb'jeet	trick	strät'a gem
newş (nūz)	tīd'ingş	trūst	eön'fi dençe
guīşe	măn'ner	lēave	per mīs'sion
view	prös'peet	sīght	spēe'ta ele
sīre	fä'ther	out'set	be gīn'ning
sört	spē'ciēş	es tâte'	pröp'er ty
fōrm	făsh'ion	spē'ciouş	plauş'i ble
frīght	dis mây'	plau'dits	ap plauşe'

Lesson 199.

all, <i>the whole.</i>	eawş, <i>cries of a crow.</i>
awl, <i>a pointed tool.</i>	eauşe, <i>a reason.</i>
aught, <i>anything.</i>	hall, <i>a large room.</i>
ought, <i>should.</i>	haul, <i>to pull.</i>
ball, <i>a round body.</i>	pawş, <i>plural of paw.</i>
bawl, <i>to cry out.</i>	pauşe, <i>a stop.</i>
clawş, <i>talons.</i>	quarts, <i>plural of quart.</i>
clauşe, <i>part of a sentence.</i>	quartz, <i>a mineral.</i>

Lesson 200.

SYNONYMOUS ADJECTIVES.

fränk	eăn'did	hūge	gī găn'tie
därk	glōöm'y	böld	he rō'ie
lāte	rē'cent	elēar	măn'i fest
lōne	sīn'gle	bāl'e'ful	sör'rōw ful
fīrm	stēad'fäst	härm'less	īn'no çent
eş äet'	pre çise'	mōurn'ful	plāint'ive
wīst'ful	wīsh'ful	eom plēte'	thör'ough

Lesson 201.

Various sounds of *i* under the accent.

dĭn	rĭng'let	sĭ'lence	fĭ'er y
flĭt	twĭt'ter	scĭ'ençe	rĭck'et y
skĭff	quĭt'ted	slĭm'y	lĭb'er ty
prĭnt	prĭn'çess	mĭd'nĭght	ĭn'fan çy
frĭnge	glĭs'tened	af frĭght'	sĭg'ni fÿ
chĭme	ĭn'stinet	be stĭr'	erĭm'i nal
strĭde	mĭs'chief	çĭr'euit	ĭn'ter view
mĭrth	wĭtch'eräft	whĭrl'pööl	lĭ'bra ry

Lesson 202.

bĕll, <i>for ringing.</i>	lĕd, <i>guided.</i>
bĕlle, <i>a gay young lady.</i>	lĕad, <i>a soft metal.</i>
bĕr'ry, <i>a small fruit.</i>	lĕss'en, <i>to make less.</i>
bur'y, <i>to inter.</i>	lĕs'son, <i>a task.</i>
brĕd, <i>brought up.</i>	rĕst, <i>repose; ease.</i>
brĕad, <i>a kind of food.</i>	wrĕst, <i>to take by force.</i>
guĕst, <i>a visitor.</i>	sĕll, <i>to vend; dispose of.</i>
guĕssed, <i>did guess.</i>	çĕll, <i>a small room.</i>

Lesson 203.

Dictation Review.—We had a view from the veranda. Patrick Henry possessed both talent and courage. By stratagem, he obtained permission to return. The jewels of the princess glistened in the rays of the sun. We had an interview with the criminal. I accept your proposal. The days of witchcraft are gone. The circuit of the earth around the sun is made yearly. She is the belle of the city.

Lesson 204.

Various sounds of o under the accent.

dōze	tōe'sin	ō'val	e mō'tion
gōre	tōr'rent	en rōll'	de vō'tion
grōss	hōl'lōw	un knōwn'	ex pōs'ūre
prōše	prōč'ess	ōr'phan	pro pōr'tion
brōnzed	prōg'ress	mōr'sel	pōp'ū lar
rōamed	nōs'tril	stōrm'y	pōš'i tīve
strōlled	fōr'age	for lōrn'	prōv'i denče
seōffed	hōs'tage	re mōrse'	eōl'o ny

Lesson 205.

SYNONYMOUS VERBS.

hāng	sus pēnd'	tōrt'ūre	tor mēnt'
vērgē	ap prōach'	be mōan'	la mēnt'
strīp	de spoil'	eon vīnče'	per suāde'
drauw	de rīve'	de elīne'	re fūše'
ūrgē	im pēl'	gōs'sip	tāt'tle
elōthe	in vēst'	mēn'age	thrēat'en
sēize	grāp'ple	pur sūe'	fōl'lōw
drīve	pro pēl'	wōr'ry	trōūb'le

Lesson 206.

āle, a kind of liquor.

āil, to be sick.

fāint, weak; languid.

feint, a false show.

fāin, gladly.

fāne, a temple.

feign, to pretend.

grāt'er, a scraper.

greāt'er, larger.

gāte, an entrance.

gāit, manner of walking.

rāin, water from clouds.

reīn, part of a bridle.

reīgn, to rule.

Lesson 207.

SYNONYMOUS NOUNS.

drēss	ap pār'el	măx'im	pröv'erb
slōth	lā'zi ness	prōj'eet	de sīgn'
ēnd	tēr'mi nūs	do māin'	ēm'pīre
prīde	văn'i ty	tū'mult	ŭp'rōar
fāme	re nown'	çha grīn'	vex ā'tion
spīte	măl'īçe	shōrt'ness	brev'i ty
sīgn	sīg'nal	grănd'eūr	măj'es ty
tīpe	sŷm'bol	rŭb'bish	trŭmp'er y

Lesson 208.

Various sounds of **u** under the accent.

bŭlk	dŭe'at	ex elŭde'	ŭ'ni vērse
shŭn	rŭd'dy	re fŭte'	pŭ'ri ty
gŭsh	elŭs'ter	as sŭme'	fŭr'ni tŭre
grŭnt	sŭm'mer	en sŭed'	ad jŭst'ed
plŭnge	spŭt'ter	fŭt'ŭre	il lŭs'trāte
tŭrf	tŭg'ging	un fŭrl'	re lŭe'tançe
sŭrf	fŭr'rōw	ŭr'gent	en eŭm'brançe
fŭrze	ŭp'ward	sŭr'geon	īn tro dŭçe'

Lesson 209.

lāne, a narrow road.	māne, of a horse.
lāin, participle of lie.	māin, chief; principal.
māle, name of a sex.	stāke, a post.
māil, a letter-bag; armor.	steāk, a slice of meat.
rāze, to destroy.	vāin, fruitless.
rāiše, to lift.	vein, a blood-vessel.
rāys, of the sun.	vāne, on a steep.

Lesson 210.

SYNONYMOUS VERBS.

hûrt	in'jured	trȳ	en dĕav'or
piērĉe	trans fĭx'	mĕet	en count'er
shiĕld	pro tĕet'	joined	con nĕet'ed
hĭnt	sug ġĕst'	de bāte'	dis pūte'
thrĭve	flouř'ish	per fōrm'	ĕx'e ĕūte
prove	vĕr'i fȳ	quĭv'er	trĕm'ble
frĕe	lib'er āte	pa rāde'	dis plāy'
plĕaſe	grāt'i fȳ	be tĭde'	hăp'pen

Lesson 211.

bĕech, *a tree.*

bĕach, *the sea-shore.*

erĕak, *to make a noise.*

erĕek, *a small stream.*

fĕet, *plural of foot.*

fĕat, *an exploit.*

hĕel, *a part of the foot.*

hĕal, *to cure.*

pĕel, *a rind or skin.*

pĕal, *a loud sound.*

pĕer, *an equal.*

piĕr, *of a bridge.*

sĕed, *a germ.*

ĉĕede, *to give up.* [out.

lĕak, *to let water in or*

lĕek, *a sort of onion.*

Lesson 212.

Dictation Review.—The large beech threw its shade along the beach. On the banks of the creek, he heard a creaking noise. He performed a wonderful feat with his feet. His heel was bruised, but the ointment healed it. The Egyptians worshiped leeks. The vessel sprang a leak. The orange has a fragrant peel. He was startled by the peal of bells. He was the peer of any in the school. The pier was solidly built.

Lesson 213.

SYNONYMOUS ADJECTIVES.

stērn	se vēre'	ŭp'rīght	e rēet'
pūre	gĕn'u ĩne	chēer'y	līve'ly
fīerĉe	fū'ri oūs'	blēss'ed	hăp'py
bāse	ĩn'fa moūs	sûr'ly	erăb'bed
plūmb	vēr'ti eal	prī'or	fôm'er
grănd	ma jēs'tie	hōr'rid	frīght'ful
vāgue	un sēt'tled	brăwn'y	mūs'eu lar
rouĝh (rŭf)	rŭg'ged	youth'ful	jū've nīle

Lesson 214.

sēen, <i>viewed ; beheld.</i>	shēer, <i>pure ; unmixed.</i>
sēine, <i>a fishing-net.</i>	shēar, <i>to clip.</i>
scēne, <i>a sight ; a view.</i>	tēar, <i>water from the eyes.</i>
sēer, <i>a prophet.</i>	tiēr, <i>a rank ; a row.</i>
sēar, <i>to burn ; to wither.</i>	wēek, <i>seven days.</i>
ĉēre, <i>to cover with wax.</i>	wēak, <i>feeble ; infirm.</i>
sēēs, <i>views ; beholds.</i>	wēen, <i>to think.</i>
sēize, <i>to lay hold of.</i>	wēan, <i>to withdraw from.</i>

Lesson 215.

Synonymous nouns ending in **ness**.

gōod'ness	kīnd'ness	glăd'ness	joy'oūs ness
făir'ness	frănk'ness	hīgh'ness	lōft'i ness
sīck'ness	ill'ness	mīld'ness	gĕn'tle ness
ruĉe'ness	eōarse'ness	săd'ness	glōom'i ness
kēen'ness	shărp'ness	stīll'ness	quī'et ness
dŭll'ness	blŭnt'ness	sōft'ness	tĕn'der ness

Spell the adjectives from which these nouns are derived.

Lesson 216.

Ce, ci, si and ti, representing the sound of sh.

ō'cean	e mō'tion	eom mīs'sion
ān'cient	e quā'tion	sus pī'cion
āue'tion	pro mō'tion	pre eāu'tion
mān'sion	am bī'tioūs	dis tīne'tion
pěn'sion	for mā'tion	eon serīp'tion
pā'tience	mū ŝī'cian	pos sēs'sion
pār'tial	pro fēs'sion	plan tā'tion
in ĭ'tial	per mīs'sion	foun dā'tion

Lesson 217.

bȳ, *with ; near.*

buȳ, *to purchase.*

hīgh, *tall ; lofty.*

hīe, *to make haste.*

prīeș, *inquires into.*

prīze, *a reward.*

rīte, *a ceremony.*

wrīte, *to do writing.*

rīght, *correct.*

hīde, *to conceal.*

hīed, *went in haste.*

rīme, *hoar-frost.*

rhȳme, *verse.*

in dīte', *to compose.*

in dīct', *to accuse.*

sīte, *situation.*

ġīte, *to summon.*

sīght, *a view.*

Lesson 218.

Dictation Review.—The water of the ocean is salt. Wagner, the great musician, died recently. Patience is required in any profession. Suspicion pointed to the juvenile offender. The plantation was sold at auction. There is a marked distinction between *being* and *seeming*. It is an old saying that "possession is nine points of the law." The king raised an army by conscription. Rudeness should never be mistaken for bravery.

Lesson 219.

a dŏp'tion	ere ā'tion	ŏp er ā'tion
e rĕe'tion	eon fĕs'sion	rĕe re ā'tion
as sĕr'tion	im prĕs'sion	ĕx al tā'tion
re flĕe'tion	per ĉĕp'tion	sĕp a rā'tion
ob jĕe'tion	com plĕ'tion	ĉir eu lā'tion
per fĕe'tion	de prĕs'sion	pĕr se eū'tion
pro tĕe'tion	trans ĕe'tion	ăd mi rā'tion
op prĕs'sion	trans grĕs'sion	mĕd i tā'tion

Write the verbs from which these nouns are derived.

Lesson 220.

SYNONYMOUS NOUNS.

bĭd	ŏf'fer	prŏf'fer	pro pŏs'al
gĭft	tăl'ent	pow'er	făe'ul ty
strāin	ĕf'fort	strŭg'gle	ex ĕr'tion
plŭck	coŭr'age	văl'or	brāv'er y
pŏmp	dis plāy'	splĕn'dor	shŏw'i ness
seŏrn	diŝ dāin'	eon tĕmpt'	de riŝ'ion
hŏax	de ĉĕit'	hŭm'bŭg	de ĉĕp'tion
fŏrĉe	vĭg'or	strĕngth	ĕn'er gy

Lesson 221.

bŏw, a weapon.	dŏe, a female deer.
beau, a gallant.	dŏugh, unbaked paste.
bŏrne, carried.	fŏrt, a fortress.
bŏurn, a bound; limit.	fŏrte, the strong point.
brŏach, to make public.	hŏrde, a tribe.
brŏoch, an ornament.	hŏard, to collect.
eŏre, the inner part.	nŏŝe, the organ of smell.
eŏrps, a body of troops.	knŏwŝ, does know.

Lesson 222.

SYNONYMOUS NOUNS.

de fī'cien çy	want	de fĕet'
as tōn'ish ment	wōn'der	sur prīse'
de liv'er ançe	rĕs'eūe	re lĕase'
in ĭq'ui tỹ	erīme	wick'ed ness
tĕs'ti mo ny	prōof	ĕv'i dençe
ra pīd'i ty	spĕed	ve lōç'i ty
ex pĕ'ri ençe	trī'al	ex pĕr'i ment
a bīl'i ty	ăpt'ness	ea păç'i ty

Lesson 223.

ōre, *unrefined metal.*

ōar, *to row with.*

pōre, *a small opening.*

pōur, *to flow; to issue.*

sōw, *to scatter seed.*

sew, *with a needle.*

sōle, *part of the foot.*

sōul, *the spirit.*

brute, *a beast.*

bruit, *to report.*

chōōse, *to select.* [*teeth.*

chewș, *grinds with the*

rōod, *fourth of an acre.*

rude, *uncivil.*

rōot, *of a plant.*

route, *a road; a way.*

Lesson 224.

Dictation Review.—The assertion was made without reflection. Harvey discovered the circulation of the blood. The emigrants sought protection from oppression. The confession made a deep impression on the minds of the jury. Experience is a dear teacher. Recreation should follow labor. I have no objection to that conclusion. Have you any proposal to make in regard to this transaction? The velocity of sound is about one thousand fifty feet per second.

Lesson 225.

Adjectives ending in **ous**.

pěr'il oūs	re liġ'ioūs	in dūs'tri oūs
rīg'or oūs	ěn'vi oūs	vie tō'ri oūs
mär'vel oūs	glō'ri oūs	mys tē'ri oūs
pīt'e oūs	vīrt'ū oūs	me lō'di oūs
vīg'or oūs	out rāġe'oūs	rī dīe'ū loūs
dū'te oūs	elām'or oūs	pre ŝūmpt'ū oūs
plěn'te oūs	hū'mor oūs	sū per stī'tioūs

Write the nouns from which these adjectives are derived.

Lesson 226.

būr'rōw, a rabbit-hole.	fūrș, skins.
bōr'ōugh, a corporate town.	fūrze, a thorny shrub.
sūm, the whole.	bow, to bend.
sōme, a part; a portion.	bough, a branch.
sūn, the source of light.	browș, plural of brow.
sōn, a male child.	browșe, to eat shrubs.
hērd, a drove; a flock.	foul, not clean.
hēard, did hear.	fowl, a bird.

Lesson 227.

SYNONYMOUS NOUNS.

hu mīl'i ty	mōd'es ty	dīf'fi denġe
sa ġaċ'i ty	shrewd'ness	pěn e trā'tion
ea lām'i ty	diș ăș'ter	mis fōrt'ūne
ae ċēs'so ry	a bēt'tor	ae eōm'pliċe
im pēd'i ment	ōb'sta ele	hīn'der anġe
vī ċin'i ty	vīċ'in aġe	neigh'bor hōōd
pēr se vēr'anġe	eōn'stan ċy	per sīst'enġe
pom pōs'i ty	bōast'ful ness	ōs ten tā'tion

Lesson 228.

Words containing **i** representing the sound of **y** consonant; as, *union*, pronounced ūn'yŭn; *senior*, pronounced sēn'yur.

ūn'ion	sēn'ior	eon vēn'ient
pīn'ion	jūn'ior	pe eūl'iar
bīll'ion	sāv'ior	eom pān'ion
trīll'ion	brīll'iant	do mīn'ion
quēst'ion	o pīn'ion	ce lēs'tial
gēn'ius	re bēll'ion	ċi vīl'ian
vāl'iant	eom mūn'ion	eom būs'tion

Lesson 229.

bāte, *to lessen.*

bāit, *an allurement.*

brāke, *a thicket of shrubs.*

breāk, *to part by force.*

dāys, *plural of day.*

dāze, *to dazzle.*

gāge, *a pledge.*

gāuge, *to measure.*

nāve, *part of a church.*

knāve, *a rogue.*

pāne, *a square of glass.*

pāin, *distress; suffering.*

plāne, *a carpenter's tool.*

plāin, *clear; even.*

plāte, *flat piece of metal.*

plāit, *to braid.*

Lesson 230.

Dictation Review.—The ancients were superstitious. Every one should be industrious. We heard the melodious strains of a guitar. His conduct was both outrageous and ridiculous. The valiant general crushed the rebellion. Though the march was perilous, he led his victorious army across the mountains. The decay of fruit is an example of slow combustion. The senior member of the firm is absent. Some stars are billions of miles distant from the earth.

Lesson 231.

POLYSYLLABLES.

re ăl'i ty	in tē'ri or	trīb'ū ta ry
dī ăm'e ter	so ǧī'e ty	dīf'fi eul ty
te năǧ'i ty	ma tē'ri al	ăb'so lūte ly
ve răǧ'i ty	an nū'i ty	něj'es sa ry
hu măn'i ty	a grēe'a bly	vī o līn'ist
me eħăn'ie al	im mē'di ate	pē ri őd'ie
po ăt'ie al	il lū'mi năte	seī en tīf'ie
po līt'ie al	fu nē're al	pā tri ăt'ie

Lesson 232.

slāy, <i>to kill.</i>	jăm, <i>a conserve of fruit.</i>
sleigh, <i>a sledge.</i>	jămb, <i>side-piece of a door.</i>
wāste, <i>to consume.</i>	lăps, <i>licks as a dog.</i>
wāist, <i>part of the body.</i>	lăpse, <i>to slip; to slide.</i>
wāit, <i>to stay; to remain.</i>	răp, <i>to hit; to strike.</i>
wēight, <i>heaviness.</i>	wrăp, <i>to fold.</i>
wāve, <i>a billow.</i>	tăcks, <i>small nails.</i>
wāive, <i>to give up.</i>	tăx, <i>a rate; a duty.</i>

Lesson 233.

SYNONYMOUS ADJECTIVES.

o rīǧ'i nal	prīs'tīne	prīm'i tīve
ap prō'pri ate	pröp'er	sūit'a ble
ă'mi a ble	lôve'ly	lôv'a ble
per pět'ū al	ënd'less	un ǧeas'ing
söl'i ta ry	lōne'ly	se elūd'ed
ex trăv'a gant	wāste'ful	ex ǧeșs'īve
eon tīn'ū al	eōn'stant	eon tīn'ū oūs
ha bīt'ū al	eōm'mon	eūs'tom a ry

Lesson 234.

POLYSYLLABLES.

än'nu al ly	au thör'i ty	ī dēn'ti fÿ
mō'ment a ry	de çīd'ed ly	eom mū'ni eāte
ād'mi ra bly	fru gāl'i ty	çer tīf'i eate
æ'eu rate ly	sim pliç'i ty	eol lēet'ive ly
rēs'o lūte ly	per plēx'i ty	ō ri ěnt'al
än'i māt ed	par tīe'ū lar	œ çī dēnt'al
ād'vo eāt ed	eom pār'i son	çen tēn'ni al
mīş'er a ble	eom pār'a tīve	mōn ū mēnt'al

Lesson 235.

Words in which s has the sound of sh.

sÿre	in sÿre'	çēn'sÿre	sēn'sÿ al
sug'ar	as sÿre'	fīs'sÿre	nau'se āte
sÿre'ty	sÿ'mae	prēss'ÿre	in sÿr'ançe

Words in which s has the sound of zh.

plēaş'ÿre	vīş'ion	ad hē'şion
in elōş'ÿre	ū'şū ry	de lū'şion
eom pōş'ÿre	dī vīş'ion	ex elū'şion
dis elōş'ÿre	de çīş'ion	ex plō'şion
ū'şū al	in vā'şion	eol līş'ion

Lesson 236.

Dictation Review.—The diameter of the earth is nearly eight thousand miles. He possessed great mechanical skill. The Beaver River is a tributary of the Ohio. Oriental means “eastern,” and occidental means “western.” His mode of life was marked by simplicity and frugality. Who can give the comparative of “sweet”? It is necessary to have a certificate of good character.

Lesson 237.

In this and a few subsequent lessons, the diacritical marks have been omitted. Pupils should copy these lessons, supplying all marks necessary for the correct pronunciation of the words, and cancel all silent letters, thus,—fādæ, rāzd, glānce, brayl, neɪgħ, flīght.

fade	hatch	ba'sin	com plaint'
flame	patch	tab'let	ex claim'
slave	marsh	fal'ter	trans late'
sway	spark	bare'ly	ag'o ny
raid	draft	per haps'	bar'ri er
slain	glance	cre ate'	as sem'ble
strain	shaft	af fair'	dra'per y
chase	brawl	ap pall'	har'mo ny

Lesson 238.

cane, <i>a staff.</i>	dam, <i>a beast's mother.</i>
Cain, <i>a man's name.</i>	damn, <i>to condemn.</i>
frays, <i>quarrels.</i>	lacks, <i>needs ; wants.</i>
phrase, <i>an expression.</i>	lax, <i>loose ; slack.</i>
nay, <i>no ; not.</i>	nag, <i>a little horse.</i>
neigh, <i>the voice of a horse.</i>	knag, <i>a knot in wood.</i>
prays, <i>entreats.</i>	hart, <i>an animal.</i>
praise, <i>to commend.</i>	heart, <i>the seat of life.</i>

Lesson 239.

Various sounds of i.

gift	a rise'	chil'ly	id'i ot
grind	a live'	tip'pet	in'ter val
tide	a bide'	tick'et	i'dle ness
flight	re vive'	lit'ter	en ti'tle
girth	a stride'	dip'per	ex cit'ed
squirm	a midst'	tin'der	in spir'ing

Lesson 240.Various sounds of *e*.

zeal	debt	be seech'	des'ti ny
glee	bench	in deed'	cent'u ry
fleet	trench	be tween'	del'i cate
heap	cleft	be neath'	cred'it ed
beak	sect	ca ress'	cel'e brate
cleave	swell	as sent'	al read'y
grieve	ledge	at tempt'	en treat'y

Lesson 241.

beer, <i>malt liquor</i> . [<i>dead</i> .	peak, <i>the top of a hill</i> .
bier, <i>a carriage for the</i>	pique, <i>spite ; grudge</i> .
leaf, <i>a part of a plant</i> .	pleas, <i>plural of plea</i> .
lief, <i>willingly ; gladly</i> .	please, <i>to delight</i> . [<i>senses</i> .
lea, <i>a meadow</i> .	sweet, <i>pleasing to the</i>
lee, <i>opposite the wind</i> .	suite, <i>a train ; a set</i> .
mean, <i>base ; low</i> .	teem, <i>to bring forth</i> .
mien, <i>air ; manner</i> .	team, <i>of horses or oxen</i> .
need, <i>want ; necessity</i> .	the, <i>definite article</i> .
knead, <i>to work dough</i> .	thee, <i>a pronoun</i> .

Lesson 242.

Dictation Review.—Beer is a common beverage in many countries. The leaves vary greatly in form and size. The rascal's mien was base and mean. Do you need any help to knead the dough? How high is that peak? The guest ordered a suite of rooms. The earth seemed to teem with flowers and grain. Many teams are employed in the city. The Quakers use "thee" and "thou" in conversation instead of "you."

Lesson 243.

Various sounds of *o*.

code	a lone'	co'zy	glo'ri fy
prone	com pose'	most'ly	hor'ri fy
court	a cross'	mo'ment	gos'sa mer
oath	de volve'	top'ic	cor'o net
mope	in volve'	cor'ner	o'pen ness
droll	a dorn'	form'al	for got'ten
prong	ab sorb'	ac cord'	de pos'it

Lesson 244.

fore, <i>in front.</i>	rose, <i>a flower.</i>
four, <i>twice two.</i>	roes, <i>female deer.</i>
hoes, <i>plural of hoe.</i>	rows, <i>plural of row.</i>
hose, <i>stockings.</i>	told, <i>did tell.</i>
bored, <i>did bore.</i>	toled, <i>allured.</i>
board, <i>a table; a plank.</i>	toll'd, <i>did toll.</i>
gored, <i>pierced. [fruit.</i>	rote, <i>repetition.</i>
gourd, <i>a plant and its</i>	wrote, <i>did write.</i>
ode, <i>a kind of poem.</i>	throne, <i>a seat of state.</i>
owed, <i>did owe.</i>	thrown, <i>cast.</i>

Lesson 245.

Various sounds of *u*.

crush	rus'set	a buse'	ac cus'tom
plump	shud'der	un just'	pro duc'tive
churn	chub'by	con struct'	e rup'tion
lurch	suf'fer	cu'bit	suf'fer ing
curb	lus'ter	fur'nace	blus'ter ing
purge	jus'tice	tur'ban	luck'i ly

Lesson 246.

The words on this page will require care in spelling.

a new'	ap prōach'	āl'pha bet
be dew'	ae quāint'	āv'e nūeş
dēl'ūge	eon dēmn'	fā'vor ĩte
hēav'en	as sault'	hēr'o ĩşm
eoŭn'try	ap plauşe'	ēx'qui şite
eōl'lege	as eribe'	ēl'o quence
fīg'ūre	of fēnse'	eāt'a lōgue
ghäst'ly	al thōugh'	æ knōwl'edge

Lesson 247.

bār'gain	en wrāpped'	ap prēn'tiçe
blū'ness	in tēred'	de pārt'ūre
glā'çiēr	per çēived'	en dēav'or
mūr'rain	dis mīssed'	in dēbt'ed
lāunched	buf fōon'	dis heärt'en
gnārled	frīēnd'ship	mŷr'i ad
fraught	præ'tiçed	sŷm'pa thy
huz zä'	frōnt'iēr	gōv'ern ment

Lesson 248.

once (wŭns)	lŭx'ū ry (lŭk'shŭ rŷ)
bur'y (bēr'y)	eom plēx'ion (-plēk'shun)
a gainst' (a gēnst')	dis tīn'guish (-tīng'gwish)
e nough' (e nŭf')	ex tīn'guish (-tīng'gwish)
gāl'lows (gāl'lus)	pēr'quĭ şite (-kwĭ zĭt)
myr'tle (mēr'tl)	spĭn'ach (spĭn'ej)
worst'ed (wōost'ed)	sōl'dier (sōl'jer)
buoyed (bwōōid)	lēt'tuçe (lēt'tis)

PART II.

WORD-BUILDING AND WORD-ANALYSIS.

Lesson 1.

The words in this lesson are not formed by uniting any other words in the language, and are called Simple Words.

bēad	hū'man	dis eüss'	fām'i ly
bräss	hēr'ald	es pouşe'	thē'o ry
būzz	eöm'ment	re şūme'	eṛu'çi ble
erew	göb'let	de grēe'	dīs'so lūte
thröb	gär'terş	es tēem'	dīs'çi plīne
eouch	grīz'zly	dis pēnse'	trēach'er y
erüst	dīs'taff	dis tillş'	chām'pi on

Lesson 2.

The words in this lesson are formed by uniting two simple words, and are called Compound Words.

sün'set	söme'thing	lānd'lord	out'līne
sün'rīşe	söme'tīme	blīnd'föld	wāy'wörn
sün'bēam	söme'whēre	grēen'woöd	vīne'yard
sün'shīne	bīrth'dāy	hānd'spīke	tömb'stöne
pāth'wāy	bīrth'plāçe	mōon'shīne	hānd'māid
chār'eöal	bīrth'rīght	mōon'bēam	house'wīfe

Lesson 3.

Form compound words by writing **man** after the words in the first three columns, and **over** before the words in the last two columns.

pīt	hōrse	jū'ry	sēe	lōad
pēn	spōrts	po liçe'	tāke	whēlm
bōat	stātes	eön'gress	flōw	wēight
hāng	wāch	elēr'gy	hēar	frēight
wōrk	chūrch	joür'neý	hēad	chārgē

Lesson 4.**COMPOUND WORDS WRITTEN WITH THE HYPHEN.**

dāy'-breāk	hīll'-sīde	wa'ter-fall
fire'-prōf	dōor'-wāy	lēt'ter-bōx
watch'-wōrd	nīght'-kēy	pōst'al-eārd
wīde'-sprēad	knēe'-pān	būm'ble-bēe
dye'-woōd	house'-māid	thūn'der-bōlt
gās'-mē ter	snōw'-flāke	hōn'eÿ-eōmb
pēace'-māk er	sūn'-strōke	pow'der-flāsk
bōok'-kēep er	glāss'-house	fowl'ing-piēce

Lesson 5.**COMPOUND WORDS WRITTEN WITHOUT THE HYPHEN.**

foōt'fall	out pōur'	whō ēv'er
hēad'lōng	out weīgh'	whēr ēv'er
tūrn'kēy	south'ward	mōre ō'ver
mēan'tīme	nōrth'ward	house'kēep ing
hōrse'shōe	dēath'like	ēv er lāst'ing
quīck'sānd	brīde'grōom	mās'ter piēce
nō'whēre	hāil'stōne	news'pā per
ēlse'whēre	strāight'wāy	hānd'ker chīef

Lesson 6.

Dictation Exercise.—Compound words are of two kinds, *separable* and *consolidated*.

A separable compound is one having the simple words which compose it joined by a hyphen.

A consolidated compound is one in which the simple words are joined without the hyphen.

Which kind of compound words are found in Lesson 4?

The teacher required my class to select eight compound words from my Reader. I have read eleven pages, and have selected the following: — — — — —

Lesson 7.

PRIMITIVE WORDS.

A Primitive word is one which is not derived from any other word in the language; as the following:

ëbb	găsh	ën'ter	rīv'et
stāin	rēek	sūn'der	mēr'it
trāil	snūff	hăl'lōw	eor rēet'
hūrl	pārch	měl'lōw	eor rūpt'
rēar	quēnch	prös'per	eon vīet'
glēan	erouch	slān'der	af flīet'
seour	pūnch	mēn'tion	re gārd'

Lesson 8.

A Derivative word is one formed from a primitive word by making some change in its form.

ëbbed	găshed	ën'tered	rīv'et ed
stāined	rēeked	sūn'dered	mēr'it ed
trāiled	snūffed	hăl'lōwed	eor rēet'ed
hūrled	pārched	měl'lōwed	eor rūpt'ed
rēared	quēnched	prös'pered	eon vīet'ed
glēaned	erouched	slān'dered	af flīet'ed
seoured	pūnched	mēn'tioned	re gārd'ed

What sound is represented by final **ed** in the various columns?
Form Derivatives by adding **ing** to the words in Lesson 7.

Lesson 9.

TERMS USED IN GEOGRAPHY.

gūlf	trōp'ies	e quā'tor	ō'a sīs
zōne	tōr'rid	pār'al lelş	eas eāde'
strāit	frīg'id	lăt'i tūde	bound'a ry
sound	ō'cean	lōn'gi tūde	me rīd'i anş
plāin	īsl'and	eōn'ti nent	pen ĩn'sū là
stēppe	īsth'mus	pla teau' (tō)	prōm'on to ry

Lesson 10.

A syllable placed after a word to form a new word is called a *Suffix*. In the following words, final *er* is a suffix, and means *one who*.

hew'er	rhȳm'er	im pōrt'er	fōl'lōw er
lēad'er	tūr'n'er	re pōrt'er	wān'der er
dēal'er	sēek'er	sup pōrt'er	lā'bor er
toil'er	pāv'er	of fēnd'er	sūf'fer er
ēall'er	spēak'er	pre tēnd'er	mūr'der er
wōrk'er	spēll'er	dis tūrb'er	pūb'lish er
brēak'er	mōld'er	ma raud'er	līst'en er
lāugh'er	ēārv'er	ēom mānd'er	in tēr'pret er

Pupils should copy these words and define them, thus,—*hewer* = one who hews; *leader* = one who leads.

Lesson 11.

RULE I. FOR SPELLING.—Words ending in silent *e* drop the *e* when a suffix beginning with a vowel is added.

Verbs.	Past Participles.	Present Participles.	Nouns.
in vāde'	in vād'ed	in vād'ing	in vād'er
ex plōre'	ex plōred'	ex plōr'ing	ex plōr'er
ob sēerve'	ob sēerved'	ob sēerv'ing	ob sēerv'er
ēon sūme'	ēon sūmed'	ēon sūm'ing	ēon sūm'er
pro dūce'	pro dūced'	pro dūç'ing	pro dūç'er
be liēve'	be liēved'	be liēv'ing	be liēv'er
en grāve'	en grāved'	en grāv'ing	en grāv'er
ēon sōle'	ēon sōled'	ēon sōl'ing	ēon sōl'er

Lesson 12.

The common exceptions to Rule I. are found in this lesson.

trāçe'a ble	out rā'geoūs	dȳe'ing
pēaçe'a ble	eoū rā'geoūs	tīngē'ing
chāngē'a ble	ād van tā'geoūs	sīngē'ing
chārgē'a ble	mān'āge a ble	shoē'ing
nō'tiçe a ble	ex chāngē'a ble	hōe'ing
sērv'içe a ble	pro nounçe'a ble	mīle'āge

Lesson 13.

The suffix **or** means *one who*, and **ed** means *did*.

Verbs.	Verbs.	Verbs.	Nouns.
eon fūše'	a tōne'	ere āte'	ere ā'tor
de lūde'	a dōre'	sur vīve'	sur vīv'or
in vāde'	a māze'	eāl'eu lāte	eāl'eu lā tor
in flāme'	ae erue'	nāv'i gāte	nāv'i gā tor
em brāce'	ae eūše'	prös'e eūte	prös'e eū tor
a vēnge'	ad jūre'	spēe'ū lāte	spēe'ū lā tor
de prīve'	as pērse'	eon trīb'ūte	eon trīb'ū tor
im pōše'	im brue'	de līn'e āte	de līn'e ā tor

Form the participles of these verbs by adding **ing** and **ed**, according to Rule I.

Lesson 14.

IMPORTANT COUNTRIES.

Spāin	Bra zīl'	Īn'di ā	A rā'bī ā
Frānce	Dēn'mārķ	Īt'a lŷ	Aus'trī ā
Grēce	Tūr'keŷ	Ān'a dā	Pōrt'u gal
Chī'nā	Hōl'land	Mēx'i eō	Swītz'er land
Ja pān'	Īre'land	Pēr'si ā (-shī-)	Rūss'ī ā (rūsh')
Chīl'ī	Seōt'land	Ē'gypt	Prūss'ī ā
Swē'den	En'gland (īng)	Ĝēr'man y	U nīt'ed Stātes

Lesson 15.

RULE II.—Monosyllables and accented syllables ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Verbs.	Past Participles.	Pres. Participles.	Nouns.
tān	tānned	tān'ning	tān'ner
plōt	plōt'ted	plōt'ting	plōt'ter
plōd	plōd'ded	plōd'ding	plōd'der
grāb	grābbed	grāb'bing	grāb'ber
grūb	grūbbed	grūb'bing	grūb'ber
serūb	serūbbed	serūb'bing	serūb'ber
wrāp	wrāpped	wrāp'ping	wrāp'per

Lesson 16.

Apply Rule II., and form nouns from the verbs in the first columns by adding **er**,—thus, *dig*—*digger*; and add **ing** and **ed** to the words in the last two columns,—thus, *permit*—*permitting*—*permitted*.

dĭg	tröt	per mĭt'	re eür'
wĭn	dröp	re fĭt'	eon eür'
spĭn	squat	sub mĭt'	in eür'
jöb	snäp	ex töl'	re fēr'
stöp	slĭp	eom pĕl'	ae quĭt'
shüt	shĭp	al löt'	ab hōr'
drüm	stün	be dĭm'	trans mĭt'
träp	be gĭn'	de bār'	trans fēr'

Lesson 17.

NAMES OF STATES AND THEIR ABBREVIATIONS.

Äl a bá'mä,	Ala.	Ĭn dĩ ä'n'ä,	Ind.
Är kän'sas,	Ark.	Ĭ'o wä,	Ia.
Ėäl i fōr'ni ä,	Cal.	Kän'sas,	Kan.
Ėöl o rä'do,	Col.	Ken tück'y,	Ky.
Eon nĕct'ĭ eüt,	Conn.	Lou ĭ şĭ ä'nä,	La.
Dĕl'a ware,	Del.	Mäs sa chū'setts,	Mass.
Flör'i dä,	Flor.	Mā'ry land,	Md.
Ĝeōr'ģĭ ä,	Ga.	Mäine,	Me.
Il ĩ nois',	Ill.	Mĭch'i gan,	Mich.

Lesson 18.

Dictation Exercise.—Louisiana was named in honor of Louis XIV., of France; Georgia, after George II., king of England; Delaware, for Lord de la Ware; and Maryland, in honor of Henrietta Maria, the queen of Charles I., of England. Florida and Colorado are Spanish names,—the first so called because discovered on Easter Sunday,—in Spanish, *Pascua Florida*,—and the second signifying red or colored. Alabama, Arkansas, Illinois, Iowa, Kansas and Kentucky are Indian names. Massachusetts is also Indian, and signifies “about the great hills.”

Lesson 19.

Add **-ing** and **-ed** to the words in this lesson; apply the Rules.

mār	spān	as pīre'	āet'ū āte
hēm	drāg	e elīpse'	āg'i tāte
lāg	chār	en dōrse'	mēd'i tāte
bēg	shām	eom pāre'	vēn'er āte
sāp	shāme	ex pūnge'	grād'ū āte
jūt	brāçe	be rēave'	vīn'di eāte
frēt	grāze	pro serībe'	prōs'e eūte
drīp	erāve	pro nounçe'	pēr'se eūte

Lesson 20.

NAMES OF STATES AND THEIR ABBREVIATIONS.

Mīn ne sō'tā,	Minn.	O hī'o,	O.
Mīs sis sīp'pī,	Miss.	Penn sŷl vā'nŷ ā,	Pa.
Mīs sōu'rŷ,	Mo.	Rhōde Īsl'and,	R. I.
Ne brās'kā,	Neb.	South Ćār o lī'nā,	S. C.
Nōrth Ćār o lī'nā,	N. C.	Tēn nes sēe',	Tenn.
New Hāmp'shire,	N. H.	Tēx'as,	Tex.
New Jēr'seŷ,	N. J.	Vīr ġīn'ŷ ā,	Va.
Ne vā'dā,	Nev.	Wis eōn'sin,	Wis.
New Yōrk',	N. Y.	Ver mōnt',	Vt.
Ōr'e gon,	Or.	Wēst Vīr ġīn'ŷ ā,	W. Va.

Lesson 21.

Add **-ing** and **-ed** to the following words, remembering that a word ending in two consonants, or in a consonant preceded by two vowels, does not double the final consonant before a vowel-suffix.

jēst	ex tēnd'	re vīw'	ēn ter tāīn'
lūrk	ef fēet'	re join'	dīs ap pēar'
lāsh	mo lēst'	ex pānd'	dīs ap point'
scēt	de fēat'	dis mount'	rēe om mēnd'
prōmpt	de scēnd'	re bound'	en eōm'pass
plūck	en chānt'	re strāīn'	em bār'rass

Lesson 22.

RULE III.—Words ending in *y* preceded by a consonant change *y* to *i* before all suffixes except those beginning with *i*.

ā'gen cy	ā'gen çieş	pröph'e cy	sce're ta ry
lëg'a cy	lëg'a çieş	tënd'en cy	sănet'û a ry
öd'di ty	öd'di tieş	scên'er y	e mër'gen cy
är'te ry	är'te rieş	ma jör'i ty	eon spîr'a cy
rëm'e dy	rëm'e dieş	fa çîl'i ty	de fôrm'i ty
për'ju ry	për'ju rieş	mo nöp'o ly	ab sîrd'i ty
röb'ber y	röb'ber ieş	se eû'ri ty	an tîq'ui ty
grö'çer y	grö'çer ieş	ex trëm'i ty	eû ri ös'i ty

Form the plurals of these nouns by adding **-es**, according to Rule III., thus: *agency—agencies, prophecy—prophecies, etc.*

Lesson 23.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.
tî'dy	tî'di er	tî'di est	kînd'ly
sîl'ly	sîl'li er	sîl'li est	lîve'ly
lûck'y	lûck'i er	lûck'i est	lôve'ly
lôft'y	lôft'i er	lôft'i est	hôme'ly
nâs'ty	nâs'ti er	nâs'ti est	heärt'y
pët'ty	pët'ti er	pët'ti est	hëalth'y
dîz'zy	dîz'zi er	dîz'zi est	flësh'y

Add **-er** and **-est** to the words in the last column.

Lesson 24.

Dictation Exercise.—Many words which are primitive in the English language, are derived from foreign languages. In fact, the English contains words which have been taken from almost every important language ever spoken. Thus: *Green* is an Anglo-Saxon word; *verdant* comes from the French through the Latin, and also means "green;" *lucky* is from a Teutonic verb meaning "to entice," but it now means "fortunate;" *petty* is from the French, and means "small."

Lesson 25.

Present Tense.

Verbs.

I	Thou	He	
stüd'y	stüd'i est	stüd'ieş	öe'eu p̄y
tär'ry	tär'ri est	tär'rieş	tër'ri f̄y
däl'ly	däl'li est	däl'lieş	stū'pe f̄y
lëv'y	lëv'i est	lëv'ieş	sät'is f̄y
fër'ry	fër'ri est	fër'rieş	fôr'ti f̄y
pär'ry	pär'ri est	pär'rieş	spëç'i f̄y
täl'ly	täl'li est	täl'lieş	nō'ti f̄y
quar'ry	quar'ri est	quar'rieş	eläs'si f̄y
			em böd'y

Write the participles of the verbs in the last column, thus,—*occupy—occupied—occupying.*

Lesson 26.

FOREIGN CITIES.

Lön'don	€ai'ro	€äl eüt'tá
Pär'is	Gläs'gōw	Ha vãn'á
Bër'lin	Vën'ıçe	Vı en'ná
Mös'eōw	Mad rıd'	Lıv'er pōol
Düb'lin	€an tön'	St. Pē'terş bürg
L̄y'onş	Que bæe'	Rı o Ja nēi'ro
Mıl'an	Mär seılleş'	Ăl ex ăn'drî á
Yöd'do	Păn a mă'	€on stăn tı nō'ple

Lesson 27.

Final **y**, preceded by a vowel, is not changed before a suffix.

ës'say	öd'dy	de eoy'	făn'çy
läck'ey	tō'ry	al lāy'	vā'ry
jöck'ey	grā'vy	de frāy'	băn'dy
mëd'ley	gūl'ly	an noy'	im pl̄y'
völ'ley	beaū'ty	dis plāy'	sup pl̄y'
ăl'ley	trō'phy	por trāy'	de ser̄y'
af frāy'	pöp'py	sur vey'	möd'i f̄y

Write the plurals of the above nouns, thus,—*essays—eddies.*

Write the participles of the above verbs.

Lesson 28.

The suffix **-ful** means *full of*, thus,—*peaceful* = *full of peace*.

shāme'fūl	skīll'fūl	pīt'i fūl	re grēt'fūl
fēar'fūl	spīte'fūl	dū'ti fūl	e vēnt'fūl
nēed'fūl	frūit'fūl	mēr'çi fūl	re prōach'fūl
bāle'fūl	slōth'fūl	fān'çi fūl	de çēit'fūl
trūst'fūl	aw'fūl	pow'er fūl	beaū'ti fūl
frīght fūl	wrāth'fūl	plēn'ti fūl	boun'ti fūl

Write the nouns from which these adjectives are derived.

Lesson 29.

AMERICAN CITIES.

New Yôrk'	Çhi eḡ'gō	Phīl a dēl'phī à
Broök'lÿn	Sāint Lōu'is	Ïn dĩ an ḡp'o līs
Būf'fa lō	Bḡl'ti mōre	Mīn ne ḡp'o līs
Clēve'land	Wḡsh'ing tōn	Sḡn Fran çīs'eō
Pītts'burgh	Prōv'i dençe	Çīn çin nḡ'tī
Sāint Pḡul'	Sa vḡn'nḡh	Lōu'is vīlle
Lōw'ell	At lḡn'tḡ	Mīl wḡu'kee
New Hḡ'ven	New Ôr'le anç	Ḃl'le ghē ny Çīt'y

Lesson 30.

Dictation Exercise.—Chicago, Milwaukee, and Allegheny are *Indian* names: the first means “a wild onion;” the second, “rich land;” and the third, “finest river.” Pittsburgh was named in honor of William Pitt, earl of Chatham, a distinguished English statesman. Cleveland, Lowell, Baltimore, Washington, St. Louis and Louisville were named from men. Philadelphia, meaning “city of brotherly love,” was so named by its founder, William Penn. Indianapolis and Minneapolis were formed by affixing the Greek *polis*, meaning “city,” to Indiana and *minne*, the latter an Indian word for “water.” Cincinnati was named for a society of that name,—the society receiving its name from Cincinnatus, the Roman patriot.

Lesson 31.

The suffix **-less** means *without*, thus,—*sinless* = *without sin*.

lēaf'less	wōrth'less	rĕst	lāw
trăck'less	sĕnsē'less	hōpe	joy
pĕer'less	ĕol'or less	ărt	hĕlp
gūīle'less	de fĕnsē'less	ūse	grāce
dĕath'less	shăd'ōw less	făith	thănk
mătch'less	re mōrse'less	hĕed	chănge
noiſe'less	pĕn'ni less	găin	doubt
voiçe'less	mōn'ēy less	păin	thōught

Add **-less** and **-ful** to each noun in the last two columns and form adjectives; then add **-ly** to the adjectives and form adverbs.

Lesson 32.

The suffix **-y** means *full of, having*; **-ness** means *state or condition*.

Nouns.	Adjectives.	Nouns.	Nouns.	Nouns.
rŭst	rŭst'y	rŭst'i ness	pĭth	ĕrăft
sănd	sănd'y	sănd'i ness	pŭlp	mĭst
oil	oil'y	oil'i ness	lēak	rĕck
shăde	shăd'y	shăd'i ness	mōld	chĭll
grĕase	grĕas'y	grĕas'i ness	mōod	wĕalth
fĭlth	fĭlth'y	fĭlth'i ness	drĕar	grĕed

Add **-y** to the words in the last two columns and form adjectives, then change the adjectives into nouns by adding **-ness**.

Lesson 33.

The suffix **-en** means *to make*; **-ly**, in adverbs, means *manner*.

Adjectives.	Verbs.	Adverbs.	Adjectives.	Adjectives.
lĭght	lĭght'en	lĭght'ly	glăd	sĭck
dărk	dărk'en	dărk'ly	hărd	tĭght
shărp	shărp'en	shărp'ly	stĭff	quĭck
shōrt	shōrt'en	shōrt'ly	dĕep	thĭck
swĕet	swĕet'en	swĕet'ly	blăck	dĕad
frĕsh	frĕsh'en	frĕsh'ly	whĭte	roŭgh (f)
chĕap	chĕap'en	chĕap'ly	brĭght	toŭgh (f)

Add **-en**, **-ly** and **-ness** to the words in the last column.

Lesson 34.

The suffix **-ment** means *act of*, thus,—*abasement* = *act of abasing*.

a bāse'ment	är'gu ment	ap point'ment
a dôrn'ment	sēt'tle ment	en hånçe'ment
a mēnd'ment	měaş'ūre ment	en chānt'ment
ad jüst'ment	ar rānçe'ment	æ quīre'ment
en dow'ment	ēom mānd'ment	em bēl'lish ment
re tīre'ment	ēom mēnçe'ment	ēn ter tāin'ment.
re frēsh'ment	ēon fīne'ment	ag grān'dīze ment

Write the verbs from which the above nouns are derived.

Lesson 35.

The suffix **-ance** means *state of being* or *act of*.

de fī'ançe	an noy'ançe	ēon nīv'ançe
ēon trīv'ançe	ap plī'ançe	re mēm'brånçe
as sūr'ançe	ēom plī'ançe	re şēm'blånçe
æ eôrd'ançe	re pēnt'ançe	re mōn'strånçe
ūt'ter ançe	for beār'ançe	at tēnd'ançe
sūf'fer ançe	æ çēpt'ançe	æ quāint'ançe
māin'te nånçe	as sīst'ançe	in hēr'it ançe
al lī'ançe	re şīst'ançe	de līv'er ançe

Lesson 36.

Dictation Exercise.—In the following words will be found the principal suffixes signifying “the person who acts, or who is”: e quēs'tri **an**, one who rides a horse; vā'grant, one who wanders; sehōl'**ar**, one who attends school; slūg'**gard**, one who is idle; lāp'i da **ry**, one who cuts precious stones; ād'vo **eate**, one who pleads; pāt ent **ee'**, one who holds a patent; pī o **neer'**, one who prepares the way; stū'**dent**, one who studies; bī ōg'ra **pher**, one who writes lives; rūs'**tic**, one who lives in the country; fā'vor **ite**, one who is favored; bōt'an **ist**, one who is skilled in botany; eāp'**tive**, one who is a prisoner; plāin'**tiff**, one who begins a lawsuit; bēn e fāe'**tor**, one who confers benefits.

Lesson 37.

Nouns derived from adjectives or verbs.

vī'o lençe	eön'fer ençe	de pënd'ençe
dıl'i ğençe	rëv'er ençe	oe eür'rençe
pën'i tençe	rëş'i dençe	ab hör'rençe
äf'flu ençe	ëx'çel lençe	eon eür'rençe
rët'i çençe	prëf'er ençe	in dül'ğençe
eöm'pe tençe	dif'fer ençe	eo hër'ençe
in tël'li ğençe	dëf'er ençe	sub sışt'ençe
o bē'di ençe	rëf'er ençe	eon dō'lençe

Write the words from which the above nouns are derived.

Lesson 38.

NAMES OF QUADRUPEDS.

yäk	mär'mot	h̄y ē'ná	chin chıl'la
stäg	fër'ret	ō'çe löt	ıch neū'mon
fawn	çiv'et	än'te löpe	är ma dıl'lo
mōle	ër'mıne	pôr'eu pıne	rhi nõç'e rös
slöth	dôr'mouse	pëe'ea ry	hip po pöt'a müs
ounçe	bädğ'er	jäg ü är'	dröm'e da ry
gnū	reın'dēer	kän ga rōō'	prāi'rie-dög
ı'bex	ğı räffe'	wol ver ine'	guın'ea-pıg
zē'bū	ga zelle'	chim pän'zee	ánt'-ēat er

Lesson 39.

The suffixes **-ant**, **-ent** and **-ist** mean *one who* or *one skilled in*.

as sışt'ant	ad hër'ent	dū'el ist
in fõrm'ant	de pënd'ent°	ës'say ıst
as sāl'ant	de pō'nent	fäb'ū list
de fënd'ant	re spönd'ent	dräm'a tıst
öe'eu pant	op pō'nent	sät'ır ıst
eöm'bat ant	re çıp'i ent	ehëm'ist
par tıç'i pant	eör re spönd'ent	öe'ū list
in häb'i tant	sū per in tënd'ent	dën'tist

Write the words from which the above nouns are derived.

Lesson 40.

The suffixes **-ship**, **-hood** and **-dom** mean *state of*.

To each word below, add the suffix at the head of the column, and define the word so formed, thus,—*wisdom, the state of being wise.*

-dom	-hood	-ship	-ship
wīse	child	elĕrk	schōl'ar
frēe	gīrl	lōrd	hōrse'man
thrall	knīght	hārd	die tā'tor
ēarl	wom'an	friēnd	eol lĕet'or
mār'tyr	wīd'ōw	lā'dy	ap prĕn'tīce
hĕa'then	brōth'er	stew'ard	pro prī'e tor

Lesson 41.

The suffix **al** means *pertaining to*.

Pertaining to		Pertaining to	
fī'nal,	<i>the end.</i>	fīl'ial,	<i>a child.</i>
prī'mal,	<i>the first.</i>	pās'tor al,	<i>a shepherd.</i>
fĕs'tal,	<i>a feast.</i>	līt'er al,	<i>the letter.</i>
lō'eal,	<i>the place.</i>	rā'tion al,	<i>the reason.</i>
lē'gal,	<i>the law.</i>	phŷs'ie al,	<i>nature.</i>
neū'tral,	<i>neither.</i>	ex tēr'nal,	<i>the outside.</i>
mār'tial,	<i>a war.</i>	in tēr'nal,	<i>the inside.</i>
mū'ral,	<i>a wall.</i>	eōr'di al,	<i>the heart.</i>
vēr'nal,	<i>the spring.</i>	ā ē'ri al,	<i>the air.</i>

Lesson 42.

Dictation Exercise.—"He lives long that lives well; and time misspent is not lived, but lost."—**Fuller**. "He that does good to another man does good to himself; the consciousness of well-doing is an ample reward."—**Seneca**. "Truth is as impossible to be soiled by any outward touch as the sunbeam."—**Milton**.

"The tear down childhood's cheek that flows
Is like the dew-drop on the rose;
When next the summer breeze comes by,
And waves the bush, the flower is dry."—**Scott**.

Lesson 43.

EXERCISE IN DEFINING.

Define each of the following adjectives, thus,—*spectral* = *pertaining to a specter*; *stoical* = *pertaining to a stoic*.

spēe'tral	fī năn'cial	eön fi dën'tial
stō'ie al	eom mēr'cial	är ti fī'cial
pa rënt'al	sub stän'tial	pröv i dën'tial
nă'tion al	o rīg'i nal	ăn a lýt'ie al
pēr'son al	py rām'i dal	ëm blem ät'ie al
eläs'sie al	de vō'tion al	īn tel lëet'ū al
whīm'si eal	tra dīt'ion al	thē o lög'ie al
erīt'ie al	spīr'it ū al	phīl o söph'ie al

Lesson 44.

NAMES OF BIRDS.

auk	ös'prey	plöv'er	äl'ba tröss
ē'mū	vült'üre	eür'lew	eör'mo rant
ī'bis	fā'leon	găn'net	pël'i ean
ma eaw'	büz'zard	pën'guin	fla mīn'go
euck oō'	phēas'ant	bīt'tern	pär'o quët
măg'pīe	gröss'bēak	lăp'wīng	nīght'in gālē
stăr'ling	ō'ri ole	hörn'bill	eās'so wa ry
lÿre'-bird	böb'o līnk	tou'ean	eī'der-dück

Lesson 45.

The suffixes **-et**, **-let**, **-ling**, **-ule**, and **-ette** mean *little*.

lăn'çet	ärm'let	dück'ling	glöb'üle
măl'let	eüt'let	göş'ling	çel'lüle
eask'et	rīng'let	dăr'ling	pär'ti ele
ēa'glet	brāçe'let	kīng'ling	eöv'er let
çīr'elet	vein'let	lôrd'ling	eăb'in et
löck'et	broök'let	flëdğe'ling	flow'er et
lătch'et	strēam'let	yēar'ling	çī gar ette'
īsl'et	rīv'ū let	sück'ling	stăt ū ette'

Lesson 46.

The suffixes **-able** and **-ible** mean *able to be* or *fit to be*.

Able to be		Able to be	
pālp'a ble,	fělt.	flěx'i ble,	běnt.
trāet'a ble,	lěd.	pös'si ble,	dōne.
mū'ta ble,	chānged.	vīš' i ble,	sēen.
pōrt' a ble,	eār'ried.	āu'di ble,	hēard.
ēs'ti ma ble,	es tēmed'.	lěg'i ble,	rěad.
vūl'ner a ble,	wōund'ed.	tān'gi ble,	toūched.
nū'mer a ble,	nūm'bered.	erěd'i ble,	be liēved'.
tōl'er a ble,	bōrne.	vīn'gi ble,	ō'ver eōme.

Lesson 47.

Define the words in this lesson, thus,—*movable* = *able to be moved* ; *notable* = *worthy of note*.

mōv'a ble	nō'ta ble	eon tēmt'i ble
eūr'a ble	blām'a ble	dī gěst'i ble
en dūr'a ble	lōv'a ble	dī vīš'i ble
de fīn'a ble	hōn'or a ble	re vērs'i ble
īr'ri ta ble	ād'mi ra ble	re dū'gi ble
nō'tīce a ble	mēm'o ra ble	eom prěss'i ble
āp'pli ea ble	re spěet'a ble	eor rūpt'i ble
fāth'om a ble	ae çępt'a ble	de fēn'si ble
de serīb'a ble	de plōr'a ble	ae çēs'si ble

Lesson 48.

Dictation Exercise.—Christopher Columbus discovered the West Indies on October 12, 1492. He was a native of Genoa, but lived several years in Spain. The Mississippi, the longest river in the world, was discovered by De Soto in 1541. The Hudson River was discovered by Henry Hudson, a distinguished navigator, in 1609. The first successful experiment in steamboat navigation was made on this river by Robert Fulton in 1807. Saint Augustine, Fla., the oldest town in the United States, was founded by the Spaniards in 1565.

Lesson 49.

The suffix **-ous** means *full of* or *given to*.

Full of

Given to

pö'p'ū loūs,	pēo'ple.	ō'di oūs,	hāte.
lū'mi noūs,	līght.	tīm'or oūs,	fēar.
fū'ri oūs,	fū'ry.	ānx'ioūs,	eāre.
a trō'cioūs,	ē'vil.	dū'bi oūs,	doubt.
ma lī'cioūs,	bād'ness.	erēd'ū loūs,	be liēf'.
de lī'cioūs,	swēet'ness.	fa çē'tioūs,	wīt.
eoūr'te oūs,	po lite'ness.	gār'ru loūs,	tālk.
mī rāe'ū loūs,	wōn'der.	ōs ten tā'tioūs,	shōw.

Lesson 50.

tē'di oūs	spā'cioūs	er rō'ne oūs
vēn'om oūs	eōn'scioūs	as sīd'ū oūs
poi'son oūs	fe rō'cioūs	im pēt'ū oūs
mōn'stroūs	of fī'cioūs	il lūs'tri oūs
e nōr'moūs	sa gā'cioūs	eon spīe'ū oūs
tre mēn'doūs	fal lā'cioūs	tem pēst'ū oūs
diş ās'troūs	ea prī'cioūs	mo nōt'o noūs
pro dīg'ioūs	av a rī'cioūs	pre çip'it oūs

Add **-ly** to each of the above words and form adverbs. Write the noun allied in meaning to each of the above adjectives, thus, —adj. *tedious*, noun *tedium*; adj. *spacious*, noun *space*.

Lesson 51.

GAMES AND AMUSEMENTS.

dīçe	mār'bleş	erīck'et	çha rādeş'
chēss	chēck'erş	tēn'nis	e nīg'maş
eārdş	bīll'iardş	shīn'ney	ān'a grāmş
quoits	ero quēt'	bāse'ball	dōm'i nōş
pō'lo	nīne'-pīnş	skāt'ing	sōl i tāire'
draughts	lēap'-frōg	bōx'ing	pā chī'sī
(drāfts)	hōp'-seōtch	rōw'ing	bäck gām'mon

Lesson 52.

The suffix **-ty** or **-ity** means *being* or *state of being*.

ōdd'i ty	pros pēr'i ty	ur bān'i ty
gāy'e ty	pro prī'e ty	ob seū'ri ty
dī vīn'i ty	per vērs'i ty	ad vēr'si ty
e qual'i ty	ma līg'ni ty	ōp por tū'ni ty
mor tāl'i ty	in fīrm'i ty	tran quīl'li ty
no bīl'i ty	se rēn'i ty	rēg ū lār'i ty
so brī'e ty	eap tīv'i ty	pōs si bīl'i ty
va rī'e ty	sa gāç'i ty	prōd i gāl'i ty
mo rāl'i ty	dex tēr'i ty	īn ġe nū'i ty

Write the adjectives from which the above nouns are derived.

Lesson 53.

The suffixes **-ness**, **-age**, **-ancy** and **-ency** mean *state of being*.

blind'ness	bōnd'āge	vā'ean çy
fōnd'ness	hērb'āge	plī'an çy
lōne'li ness	ūs'āge	poign'an çy
wīl'der ness	pēer'āge	brīll'ian çy
ex āet'ness	pāt'ron āge	frē'quen çy
wān'tōn ness	ōr'phan āge	pō'ten çy
wrēтч'ed ness	vās'sal āge	eon sīst'en çy
for ġīve'ness	pīl'grim āge	pro fī'cien çy

Write the words from which the above nouns are derived.

Lesson 54.

Dictation Exercise.—John Gutenberg was born at Mentz about 1400. He was the inventor of cut metal types and an improver of the art of printing.

The invention of the electric telegraph is due to Prof. Samuel F. B. Morse. The first line was built between Washington and Baltimore in 1844.

James Watt, the inventor and improver of the steam-engine, was born in Scotland in 1736.

George Stephenson, an English inventor and engineer, constructed the first locomotive engine, in 1814.

Lesson 55.

The suffix **-ion** means *the act of* or *state of being*. Add **-ion** to the following verbs and form nouns; omit final **e** according to Rule I., thus,—dedicate + ion = *dedication*.

eor rĕet'	dif fūŕŕe'	dĕd'i ĕāte	ex hĭb'it
eor rūpt'	eon fūŕŕe'	pŏp'ū lāte	mū'ti lāte
eon vĭet'	eon vŭlŕŕe'	vĕn'er āte	vĭ'o lāte
eon nĕet'	pro mŏte'	ŕpĕe'ū lāte	in tŏx'i ĕāte
de jĕet'	vĭ'brāte	ĕd'ū ĕāte	re tāl'i āte
dis tŏrt'	dĭe'tāte	ĕx'ea vāte	as sŏ'ci āte
in vĕnt'	in flĕet'	ĕs'ti māte	prŏs'e eūte
in ŕtrĕet'	ex ĥaust'	ĕm'ū lāte	eŏn'tem plāte

Lesson 56.

Write each of the following nouns, and opposite it write the verb from which it is derived, thus,—noun, *secession*; verb, *secede*.

temp tā'tion	ās pi rā'tion	ĕm bi nā'tion
se ĕĕs'sion	āe qui ŕĭ'tion	ĕŏn ver sā'tion
per vĕr'sion	dĕt es tā'tion	ĭn spi rā'tion
de rĭŕ'ion	ĕŏn tri bŭ'tion	ĭn for mā'tion
ex tĕn'sion	ĕŏn so lā'tion	rĕs to rā'tion
ex pŭl'sion	ĕx po ŕĭ'tion	rĕp ŭ tā'tion
ĕom pŭl'sion	ĕx plo rā'tion	rĕŕ ig nā'tion
pro dŭe'tion	ĭn flam mā'tion	prĕŕ er vā'tion
ĕon ĕĕp'tion	ŏb li gā'tion	prŏv o eā'tion

Lesson 57.

MUSICAL TERMS.

elĕf	sŏ'lŏ	ān'them	so prā'no
ŕtāff	du ĕt'	sŏn'net	ĕon trāl'to
ŕhārp	trĭ'o	ŏp'er ā	bār'y tŏne
flāt	quar tĕt'	so nā'tā	lĭ brĕt'to
ŕeāle	quin tĕt'	ĕan tā'tā	ŏr'ĕhes trā
āl'to	gām'ut	sŕm'pho ny	dĭ a tŏn'ie
tĕn'or	ŏe'tave	ŏr a tŏ'ri o	ĕhro māt'ie

Lesson 58.

The suffixes **-ant** and **-ent**, in adjectives, mean *being* or *having the quality of*. In these words change final **t** to **ce**, and define the nouns thus formed.

ěl'o quent	im pry'dent	pět'ū lant
ěm'i nent	im pā'tient	ěl'e gant
im'pu dent	tūr'bu lent	rěl'e vant
in'di ġent	eōn'se quent	dis eōrd'ant
pěn'i tent	ef fī'cient	ex pět'ant
pěr'ti nent	ex pē'di ent	ob ġerv'ant
prōm'i nent	mu nř'i ġent	lux ū'ri ant
pēs'ti lent	mag nř'i ġent	sig nř'i eant

Lesson 59.

The suffix **-ive** means *able to* or *having power to*.

pro ġress'ive	de ġī'sive	in quīs'i tīve
at tēt'ive	ex elū'sive	de elār'a tīve
de lū'sive	se dūe'tive	af fīrm'a tīve
pro tēt'ive	eōn vŭl'sive	ex ě'e'ū tīve
op přess'ive	re striet'ive	āp pre hěn'sive
in strŭet'ive	eōn strŭet'ive	eōm pre hěn'sive
sug ġěst'ive	sub mīs'sive	im āġ'i nā tīve
per suā'sive	in dīe'a tīve	in ter rōġ'a tīve

Write the verbs from which the above adjectives are derived. Form nouns from the above adjectives by changing final **ve** to **on**.

Lesson 60.

Dictation Exercise.—"Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it."—**Horace Mann**. "Recollect that trifles make perfection, and that perfection is no trifle."—**Michael Angelo**. "Sloth makes all things difficult, but industry all easy."—**Franklin**. "A man should never be ashamed to own that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday."—**Pope**. "Learn the luxury of doing good."—**Goldsmith**.

Lesson 61.

Most adverbs are formed by adding **-ly** to adjectives. Add **-ly** to the following adjectives, and define the adverbs thus formed,—rigid + ly = rigidly, *in a rigid manner*.

rīg'id	pro found'	ex ċēed'ing	es pē'cial
lū'çid	ġen tēel'	re flēet'īve	la bō'ri oūs
sūl'len	ād'vērse	re spēet'īve	ū ni vērs'al
frān'tie	ruṭh'less	ād'e quāte	oe eā'sion al
dī rēet'	pēn'sīve	ūl'ti māte	le ġīt'i mate
a droit'	splēn'did	eō'pi oūs	af fēe'tion ate
u nīque'	eāu'tioūs	fa ċē'tioūs	eom'fort a ble

Lesson 62.

TERMS USED IN ARITHMETIC.

frāe'tion	sub trāe'tion	nū'mer ā tor
īn'te ġer	mīn'ū ħnd	de nōm'i nā tor
dēç'i mal	sūb'tra hēnd	mūl'ti pli eā'tion
ex chānge'	re māin'der	mūl'ti pli eānd
dīs'eout	mūl'ti ple	ān te ċēd'ent
per ċent'āge	mūl'ti plȳ	pro pōr'tion al
dī vī'sor	mūl'ti plī er	pēr mu tā'tion
dīv'i dend	nū mer ā'tion	ēv o lū'tion
quō'tient	re ċīp'ro eal	āv oir du pois'

Lesson 63.

Form nouns from these verbs by dropping final **e** and adding the suffix **-ion**; thus,—migrate + ion = *migration*.

mī'grāte	il lūs'trāte	in tīm'i dāte
frūs'trāte	nāv'i gāte	e quīv'o eāte
vīn'di eāte	nōm'i nāte	pre ċīp'i tāte
pēn'e trāte	eōn'fis eāte	ae eū'mu lāte
ċīr'eu lāte	eōm'pen sāte	ex ās'per āte
īn'ti māte	dēm'on strāte	re vēr'ber āte
āb'di eāte	fa ċīl'i tāte	ea lūm'ni āte
tēr'mi nāte	as sās'si nāte	eom mēm'o rāte

Lesson 64.

The suffix **-ize** means *to make*. Define each word in this lesson orally, thus,—*equalize* = *to make equal*; *legalize* = *to make legal*.

rē'al ĭze	čm'pha sīze	păt'ron ĭze
ē'qual ĭze	hār'mo nīze	seān'dal ĭze
lē'gal ĭze	bru'tal ĭze	au'thor ĭze
sŷm'bol ĭze	fōs'sil ĭze	sŷm'pa thīze
čŷv'il ĭze	mäg'net ĭze	a pōl'o gīze
fēr'til ĭze	mēth'od ĭze	e eōn'o mīze
hū'man ĭze	erŷs'tal līze	sŷs'tem a tīze

Analyze the above words, thus,—*fertilize* = *fertile* + *ize*.

Lesson 65.

TERMS USED IN GRAMMAR.

sŷn'tax	süb'stan tīve	or thōg'ra phy
prōs'o dy	eon jūne'tion	ēt y möl'o gy
ād'junet	ĭn ter jēc'tion	de elēn'sion
prēd'i eate	prēp o š'tion	eom pār'i son
fēm'i nīne	po tēn'tial	eōn ju gā'tion
mās'eu līne	sub jūne'tīve	au_x ĭl'ia ry
pos sēs's'īve	im pēr'a tīve	(awg zīl'ya rŷ)
nōm'i na tīve	pār ti čŷp'i al	in fĭn'i tīve

Lesson 66.

QUOTATIONS FROM AMERICAN STATESMEN.

"Where liberty dwells, there is my country."—**Benjamin Franklin**. "The post of honor is the private station."—**Thomas Jefferson**. "The Union must and shall be preserved."—**Andrew Jackson**. "Better to be right than to be President."—**Henry Clay**. "Union, now and for ever, one and inseparable."—**Daniel Webster**. "Cotton is king."—**John Randolph**. "The Empire State."—**John C. Calhoun**. "With charity to all, and malice toward none."—**Abraham Lincoln**. "There is a higher law than the Constitution."—**W. H. Seward**. "The sober second thought is always essential, and seldom wrong."—**Martin Van Buren**.

Lesson 67.

The suffix **-fy** means *to make*.

To make

măg'ni fÿ,
nŭl'li fÿ,
mŏl'li fÿ,
vēr'i fÿ,
vīt'ri fÿ,
dē'i fÿ,
rēe'ti fÿ,
rār'e fÿ,
pū'tre fÿ,

greāt.
void.
sŏft.
true.
gläss.
göd'like.
rīght.
thīn.
pū'trid.

To make

ăm'pli fÿ,
lĭq'ue fÿ,
elār'i fÿ,
stŭl'ti fÿ,
săn'e'ti fÿ,
frŭe'ti fÿ,
be ät'i fÿ,
dĭ vēr'si fÿ,
dis qual'i fÿ,
lärğ'er.
flŭ'id.
elēar.
fŏol'ish.
sā'ered.
fruit'ful.
hăp'py.
vā'ri oŭs.
un fĭt'.

Lesson 68.

TERMS USED IN MATHEMATICS.

eōne	ăŋ'gle	ăx'i om	dĭ äğ'o nal
sĭne	ġĭr'ele	pŏl'y gŏn	ĭ sŏs'ġe lēş
sŭrd	tăŋ'gent	ŏe'ta gŏn	hÿ pŏt'e nŭse
rhŏmb	quăd'rant	hĕx'a gŏn	hÿ pŏth'e sĭs
ăx'is	sĕğ'ment	răd'i eal	ē qui lăt'er al
ŏ'val	rhŏm'boid	ġÿl'in der	quăd ri lăt'er al
fŏ'eus	sphĕroid	trĭ'an gle	pĕr pen dĭe'ŭ lar
spĭ'ral	el ĩpse'	rĕet'an gle	păr al lĕl'o grăm

Lesson 69.

Nouns used only in One Number.

Plurals.	Plurals.	Plurals.	Singular.
lĕeş	tĭ'dingş	ăn'nalş	ŏp'ties
drĕğş	fĭl'ingş	bĭt'terş	phÿş'ies
mĕanş	pĭnch'erş	vĭet'ualş	ĕth'ies
dŭmps	snŭf'ferş	bĭll'iardş	pŏl'i ties
ăs'sets	twĕe'zerş	trăp'pingş	me ehăn'ies
mŏr'alş	scĭş'sŏrş	ăr'ehĭveş	mo lăs'seş
măt'inş	drăw'erş	eŏm'pass eş	a eous'ties
vĕs'pers	trou'serş	spĕe'ta eleş	mĕt a phÿş'ies

Lesson 70.

Feminine Nouns.

The suffix **-ess** distinguishes some nouns of the feminine gender from the corresponding masculine nouns.

æet'ress	düch'ess	ëd'it ress	pre çöp'tress
göd'dess	ëount'ess	lī'on ess	pro tēet'ress
hêir'ess	hōst'ess	gī'ant ess	en chānt'ress
āb'bess	hünt'ress	bār'on ess	in strüet'ress
ëm'press	tī'gress	pā'tron ess	shëp'herd ess
mīs'tress	trāi'tress	gòv'ern ess	pröph'et ess
nē'gress	sēam'stress	dēa'ëon ess	mār'çhion ess

Lesson 71.

TERMS USED IN MECHANICS.

lāthe	lē'ver	ën'gīne	āsh'-pān
elāmps	erōw'-bār	pīs'ton	fīre'-böx
erānks	wīnd'lass	ëon dēns'er	stēam'-pīpe
blöcks	shāft'ing	gòv'ern or	drill'-prëss
whēel	pul'ley	flȳ'-whēel	chāin'-whēel
āx'le	swīv'el	stēam'-chëst	āx'le-böx
flānge	dër'rick	stēam'-gāuge	ëöld'-chīş el
ëögs	ëöüp'ling	es eāpe'-pīpe	drīv'ing-whēel
wīnch	täck'le	sāfe'ty-välve	rätch'et-whēel
erāne	gēar'ing	īn'di eā tor	thröt'tle-välve

Lesson 72.

QUOTATIONS FROM AMERICAN POETS.

“The air is full of farewells to the dying.”—**Longfellow**. “Titles are but empty names.”—**O. W. Holmes**. “Truth, crushed to earth, shall rise again.”—**Bryant**. “Truth for ever on the scaffold, wrong for ever on the throne.”—**Lowell**. “And God said, ‘Throb! and there was motion.’”—**Emerson**. “Strike—till the last armed foe expires.”—**Halleck**. “Right is more than might, and justice more than mail.”—**Whittier**.

Lesson 73.

The suffixes **-er** and **-or** designate the *doer*, and **-ee** the *receiver*, thus,—*payer* = one who pays; *payee* = one who receives pay.

pāy'er	pāy ēe'	as sĭgn ôr'	as sĭgn ēē'
dō'nor	do nēe'	eon sĭgn'or	eön sĭgn ēē'
lēs'sor	les sēe'	eon fēr'rer	eön fer rēe'
draw'er	draw ēē'	pröm'is ôr	pröm is ēē'
grânt'or	grânt ēē'	nöm'i nôr	nöm i nēe'
trüst'er	trust ēē'	ap point'er	ap point ēē'
re fēr'rer	rēf er ēē'	guār'an tôr	guār an tēe'
lĕg a tôr'	lĕg a tēe'	môrt gāge ôr'	môrt ga gēe'

Lesson 74.

VARIOUS KINDS OF BUILDINGS.

mösque	wāre'-house	found'ry
vĭl'lā	eōurt'-house	brew'er y
mān'sion	mār'ket-house	thē'a ter
eöt'tāge	ma çhĭne'-shōp	ĕl'e vā tor
dwēll'ing	pōst'-ōf fĭçe	ea thē'dral
bār'racks	eūs'tom-house	sĭn'a gögue
tāv'ern	ob sĕrv'a to ry	dôr'mi to ry
elois'ter	ām phi thē'a ter	in fĭrm'a ry
eāp'i tol	eār a vān'sa ry	mön'as tēr y
çha teau' (tō)	pĕn i tĕn'tia ry	tāb'er na ele

Lesson 75.

The suffixes **-ic**, **-ary** and **-ory** mean *of* or *pertaining to*.

çĭv'ie	eön'tra ry	mön'i to ry
pro sã'ie	sāl'ū ta ry	trān'si to ry
do mēs'tie	ār'bi tra ry	pröm'is so ry
dra māt'ie	mĭl'i ta ry	eom pül'so ry
des pöt'ie	vĭš'ion a ry	de rög'a to ry
rē al ĭst'ie	he rēd'i ta ry	de fām' a to ry
sĭs tem ät'ie	sān'gui na ry	in flām'ma to ry
de mō'ni ae	rĕv o lū'tion a ry	vāl e dĕ'to ry

Lesson 76.

The suffix **-ish** means,—1. *like*; 2. *of or pertaining to*; 3. *quality in a small degree*. The suffix **-some** means *full of* or *very*.

slāv'ish	Brit'ish	blū'ish	toil'some
knāv'ish	Ī'rish	rēd'dish	glād'some
child'ish	Spān'ish	whīt'ish	lōne'some
fiēnd'ish	Dān'ish	salt'ish	light'some
rōgu'ish	Swēd'ish	dāmp'ish	whōle'some
wāg'gish	Rōm'ish	brāck'ish	blithe'some
elown'ish	Rhēn'ish	grēen'ish	wēa'ri some
thiēv'ish	Seōt'tish	fē'ver ish	būr'den some

Write the nouns from which the above adjectives are derived.

Lesson 77.

TERMS USED IN ARCHITECTURE.

spīre	dā'do	gā'ble	ar eāde'
nāve	eōl'umn	dōr'mer	vo lūte'
shāft	eōr'nīce	ō'ri el	fes tōon'
trūss	pēd'es tal	eān'o py	pēnd'ant
groin	eāp'i tal	pa vīl'ion	Gōth'ie
nīche	eū'po lā	pōr'ti eo	Dōr'ie
serōll	mīn'a ret	bāl'eo ny	Tūs'ean
aīslē	pīn'na ele	bāl'us trāde	Ī ōn'ie

Lesson 78.

WORD-BUILDING.

nēed	-ful	-ful ly	-ful ness	-less	-less ly	-less ness
ūse	"	"	"	"	"	"
joy	"	"	"	"	"	"

Form one hundred twenty derivatives from the following words by adding the suffixes as given above:

law	shāme	fēar	rēst	thānk
sīn	fāith	hōpe	frūit	thōught
ārt	grāce	hēed	guīle	mēr'cy
hēlp	eāre	hārm	blāme	pīt'y

Lesson 79.

This lesson contains Latin words which have been adopted into the English in their *original* and *unaltered* forms.

ǎet/or	fǎe'tor	as sĕss/or	jǎn'i tor
ār'bor	hŏn'or	ǎu'di tor	mŏn'i tor
ār'dor	hū'mor	ere ā'tor	dĭ vĭ'sor
eǎn'dor	mĭ'nor	eu rā'tor	in vĕnt'or
eŏl'or	lĭq'uor	eon dŭet/or	nar rā'tor
ġen'sor	lǎn'guor	erĕd'it or	in strŭet/or
elǎn'gor	(lǎng'gwur)	eŏn'quer or	op prĕss'or

NOTE.—Many persons mispronounce these words by omitting the sound of final **r**, while others make as great a mistake by giving **or** the broad sound it represents in **fŏr**. In the above words be careful to give **or** a sound like that of **ur** in *sulphur*.

Lesson 80.

Unaltered Latin Words.

ǎd'ŭ lā tor	in tĕ'ri or	vĭ'o lā tor
ǎġ'i tā tor	in fĕ'ri or	su pĕ'ri or
fǎb'ri eā tor	in quĭ's'i tor	mŏd'er ā tor
glǎd'i ā tor	ĭm'i tā tor	pĕe'ŭ lā tor
ĕd'ŭ eā tor	ĭn'sti gā tor	prŏ'ere ā tor
eom pĕt'i tor	lĭb'er ā tor	prŏp'a gā tor
eom pŏ's'i tor	mǎl'e fǎe tor	spĕe'ŭ lā tor
eŏn ser vā'tor	ĭn ter ġĕs'sor	pro ġĕn'i tor

Lesson 81.

MARKS USED IN WRITING AND PRINTING.

dǎsh, —	ĭn'dex, ☞	brǎck'ets, []	pǎr'a ġrǎph, ¶
brĕve, ~	ǎe'ġent, '	ġĭr'eum flĕx, ^	dĭ ær'e sĭs, ..
tĭl'de ~	eŏ'lon, :	ġe dĭl'lā, ∽	sĕm'i eŏ lon, ;
brāġe {	hŷ'phen, -	quo tā'tion, “ ”	a pŏs'tro phe, '
eŏm'mā, ,	sĕe'tion, §	pǎr'al lel's,	ĕx ela mā'tion, !
mā'eron, -	dǎġ'ger, †	ǎs'ter ĭsk, *	in tĕr ro gā'tion, ?
pĕ'ri od, .	eā'ret, ^	el lĭp'sis, * * *	pa rĕn'the sĭs, ()

Pupils should be taught to make and use these marks.

Lesson 82.

Unaltered Latin Words.

pri'or	bo'nus	ra'di ūs	or'a tor
tū'mor	vī'rus	an'i mūs	sēn'a tor
tū'tor	mī'nus	im'pe tūs	tes tā'tor
vīg'or	ġen'sus	nū'ele ūs	sue ġēs'sor
pās'tor	ġir'eus	a lūm'nus	pro fēs'sor
rēe'tor	fūn'gus	af flā'tus	pos sēs'sor
tōr'por	ġēn'ius	eāl'a mūs	trans lāt'or
spōn'sor	stā'tus	eāl'eu lūs	ne gō'ti ā tor
squā'lōr	nīm'bus	pro spēe'tus	in vēs'ti gā tor

Lesson 83.

NAMES OF ANIMALS.

Vertebrates.	Articulates.	Mollusks.	Radiates.
wał'rus	lēech	snāil	eōr'al
dōl'phin	louse	oys'ter	hŷ'drā
pōr'pōise	shrimp	mūs'sel	pōl'yp
tōr'toise	ġād'-flŷ	bī'vālvē	stār'-fīsh
tūr'tle	tēr'mīte	ū'ni vālvē	jēl'ly-fīsh
līz'ard	glōw'-wōrm	shēll'-fīsh	sēa'-ūr chin
ād'der	sīlk'-wōrm	eūt'tle-fīsh	sēa'-a nēm'o ne

Lesson 84.

Unaltered Latin Words.

ā'pex	vē'to	ā're ā	pro vī'go
ī'tem	vīġ'il	a rē'nā	āl'i quot
stīġ'mā	ō'men	sa lī'vā	ġēn'e sīs
ēx'trā	nēe'tar	au rō'rā	in'ter im
ūl'trā	ġŷp'sum	dī plō'mā	ār'bi ter
eōn'sul	fūl'erum	eōp'ū lā	sīn'is ter
glū'ten	rōs'trum	fōr'mu lā	mīn'is ter
dū'plex	strā'tum	mī lŷ'tiā	ap pēn'dix
mūr'mur	eōn'elāve	pān a ġē'ā	trī bū'nal

Lesson 85.

Words of Latin Origin.

The origin of the words in this and several other lessons is indicated by the headings. In most cases these words have undergone great changes in form.

mınt	färçe	e lūde'	săe'ra ment
pałł	gôrge	re spīre'	ŭn'du lâte
seăn	rěalm	ab seönd'	văe'çi năte
jilt	sô'lar	a dăpt'	re plên'ish
gaud	gră'tis	eo êrçe'	de lır'i ŭm
dırge	plăç'id	păł'lid	te nă'cioŭs
blănd	răb'id	ğest'üre	fı dël'i ty
măçe	ăl'ien	frăg'ment	al tēr'na tıve

Lesson 86.

Words of Greek Origin.

ăłmş	ăe'me	ăth'lēte	a pöl'o gy
mÿth	tön'ie	êx'o dŭs	e pıt'o me
phlŏx	sÿn'od	hăl'gy on	mo nŏt'o ny
seŏpe	dŏg'mă	syn ŏp'sis	as trŏn'o my
schēme	ŏl'ıve	dı'a dem	en thŭ'sı aşm
phlęgm	erı'sis	êp'i thet	eş hıl'a râte
hă'lŏ	eăus'tie	êe'sta sy	mis ăn'thro py
dı'et	păł'sied	ăp'a thy	phı lăn'thro py
pŏ'em	phăn'tom	păr'a lÿze	măth e măt'ies

Lesson 87.

SYNONYMOUS WORDS FROM DIFFERENT LANGUAGES.

Anglo-Saxon.	Latin.	Greek.	Anglo-Saxon.	Greek.
wıt	săt'ıre	ı'ron y	chew	măs'tı eăte
tıme	ê'ra	pē'ri od	dŭll	le thăr'gie
shŏrt	eon çıse'	la eön'ie	stăr	ăs'ter ısk
strėss	ăe'çent	êm'pha sis	wınd	me ăn'der
tēase	tor mēnt'	tăn'ta lıze	fałł	eăt'a răet
spēech	lăn'guage	dı'a lēet	flŏod	eăt'a elÿsm
stręngth	vıg'or	ên'er gy	whăle	çe tă'cean

Lesson 88.

Words of French Origin.

āid	běv'el	cháp'let	a dieū'
eāsh	hār'ass	gār'land	eon tōur'
rōan	jār'gon	gīb'bet	af frāy'
drāpe	jös'tle	hāz'ard	en tīçe'
chěck	häg'gard	vīš'age	ha rāngue'
blouže	kēr'chief	nūi'saņe	rěp ar tēe'
blōnde	lōz'enęe	moist'ūre	prīv'i leęe
pīque	būt'tress	brū nětte'	mīll'ion āire
elīque	ro šette'	qua drille'	piet ūr ęsque'

Lesson 89.

TERMS USED IN BOTANY.

pūlp	flow'er	lēaf	ān'nu al
sēed	eā'lyx	lēaf'let	per ęn'ni al
gěrm	pět'al	blāde	de čīd'ū oūs
lōbeš	pīs'til	mīd'rib	ex ōt'ie
rōots	pōl'len	vęin'lets	ęx'o gęņš
būlbš	ān'ther	pět'i ōle	ęn'do gęņš
fī'ber	stā'men	lō'bate	ex ōg'e noūs
tū'ber	eo rōl'lā	ō'vate	in dīg'e noūs

Illustrate the meaning of these words by pointing out the parts of a seed, a flower, a leaf, and a tree.

Lesson 90.

Words from the Italian.

sō'dā	eūr'vet	dōm'i no	īn flu ęn'zā
lā'vā	frēs'eo	īs'o lāte	mān i fēs'to
gūs'to	stūe'eo	āl'ti tūde	māe a rō'nī
eān'to	prō'file	re gāt'tā	vēr mi čěl'lī
mōt'to	grān'īte	vol eā'no	in fū'ri āte
dīt'to	stū'di o	stī lēt'to	mīn'i a tūre
vīs'tā	al bī'no	um brěl'lā	vī o lon čěl'lo
quō'tā	eū'po lā	im brōgl'io	(vē o lon čěl'lo)
stān'zā	fī ās'eo	ma lā'ri ā	prī'mā-dōn nā

Lesson 91.

Words from the Spanish.

eask	eom'rade	me ri'no	är ma dil'lo
eörk	eap size'	tor nä'do	dës per ä'do
eär'go	gran dëe'	bra vā'do	pune til'io (yo)
jün'to	sī ës'tā	em bär'go	pëe ea dil'lo
bōō'by	sī ër'rá	dül'çi mer	som brē'ro
nē'gro	är mā'dā	hür'ri eāne	guer ril'lā
guā'vā	va nīl'lā	eöm'mo dōre	fīl'i būs ter
shër'ry	flo til'lā	dīs em bōgue'	sār sa pa ril'lā

Consult a dictionary for the meaning of unfamiliar words.

Lesson 92.

Words from the Scandinavian Languages.

bilge	whīne	dāi'rÿ	bāf'fle
gnāsh	slouch	frëck'le	blün'der
lūnch	squall	smüg'gle	e-lām'ber
seowl	taʷny	glīm'mer	gröv'el
buīld	kīd'nāp	lār'board	flāb'by
erawl	kīr'tle	stār'bōard	bōw'līne
trÿst	bīl'lōw	squan'der	mōōr'ings
whīsk	wīnd'lass	strüg'gle	lūnch'eön
strānd	bul'wark	slaugh'ter	grey'hound

Lesson 93.

SYNONYMOUS WORDS.

Anglo-Saxon.	Latin.	Anglo-Saxon.	Latin.
sāy'ing	ād'āge	fēel'ing	eom pās'sion
hīd'den	oe eūlt'	sād'ness	de prës'sion
fōre tēll'	pre dÿet'	mōv'ing	af fëet'ing
hūrt'ful	nōx'ioūs	drēar'y	eöm'fort less
wōr'ship	a dōre'	hā'tred	re pūg'nançe
sīck'ly	mor bīf'ie	ēarth'ly	ter rës'tri al
truth'ful	ve rā'cioūs	swīft'ness	çe lër'i ty
en liv'en	ān'i māte	ground'wōrk	foun dā'tion

Lesson 94.

Words from the Celtic Languages.

The Celtic includes: the Gaelic—the early language spoken in the Highlands of Scotland; the Irish; the Welsh; and the Manx—the language spoken on the Isle of Man.

glèn	rīb'bon	bīck'er	eāb'in
brāe	mēr'ry	bās'ket	shān'ty
lād	dru'id	mōt'tled	erā'dle
elān	bōd'kin	grīd'dle	eūd'gel
skeīn	dōck'et	māt'tock	dāg'ger
quāff	whīs'ky	shām'rock	lūb'ber
nōōse	mōt'ley	knūck'le	knīck'knäck
brōgue	māg'got	flān'nel	drūd'ger y

Lesson 95.

TERMS RELATING TO WAR.

zouāve	pīs'tol	eāv'al ry	knāp'säck
sūt'ler	mūs'ket	īn'fant ry	hāv'er säck
pīck'et	eār'bīne	de šert'er	ū'ni fōrm
ēn'sīgn	bāy'o net	brīg a diēr'	ēp'au lēt
drūm'mer	eūt'lass	grēn a diēr'	strētch'er
re erūt'	sā'ber	eōr'po ral	ām'bu lançe
pri'vate	fāl'chiōn	sēn'ti nel	hōs'pi tal
ser'geant	rā'pi er	ād'ju tant	bīv'ouae (wāk)
(sār'jent)	čīm'e ter	vēt'er an	rēe on noi'ter

Lesson 96.

Words from the Dutch Language.

bōor	frōl'ie	loi'ter	gāl'li pōt
plūg	brān'dy	hōl'ster	mān'i kīn
swāb	lēdg'er	elīnk'er	ī'sīn glāss
yāwl	bāl'last	sehōōn'er	be lēa'guer
yācht	trīg'ger	wāin'seot	Hōt'ten tōt
slōop	skīp'per	hōgg'hēad	blūn'der büss
blūff	ea bōōse'	mo rāss'	būrg'o mās ter

Lesson 97.

Nouns from the Anglo-Saxon.

The Anglo-Saxon is the name given to the language formed of the languages spoken by the German tribes that invaded Britain during the fifth and sixth centuries.

spûr	bow'er	òv'en	was'sail
flaw	hîll'ock	mîl'dew	gris'tle
town	bôn'fîre	în'step	stîr'rup (stûr')
stêed	blûb'ber	eðb'wëb	thrësh'öld
grôve	bläd'der	wëe'vil	hõ'li ness
smôke	bräm'ble	yeõ'man	hûs'band ry
mound	hîgh'land	mër'mäid	händ'i wörk
shroud	brîm'stöne	mül'leîn	händ'i eraft

Lesson 98.

Many Anglo-Saxon derivatives are formed by simply making slight changes in the root-word, as in the following :

Verbs.	Nouns.	Adjectives.	Nouns.	Nouns.	Verbs.
sît	sêat	broad	brëadth	bäth	bäthe
gîrd	gîrt	wîde	wîdth	elöth	elöthe
brew	bröth	slöw	slöth	swaþ	swäthe
blëss	blÿss	dëep	dëpth	lôath	lôathe
stëal	stëalth	dëar	dëarth	seäth	seäthe
chöõge	choiçe	lõng	lëngth	brëath	brëathe
strîve	strîfe	warm	warmth	shëath	shëathe

Lesson 99.

SYNONYMS FROM DIFFERENT LANGUAGES.

An.-Saxon.	Greek.	An.-Saxon.	Latin.	Greek.
lôve	chär'i ty	äpe	ÿm'i tâte	mÿm'ie
föe	ën'e my	plëa	ex eüse'	a pôl'o gy
trÿe	au thën'tie	böld	väl'or oüs	he rô'ie
trîck	strät'a gem	gräve	sëp'ul eher	tomb
māze	läb'y rînth	stär'ry	sî dë're al	äs'tral
lîst	ëät'a lögue	kîng	ëm'pe ror	mön'areh

Lesson 100.

Words derived from Greek or Latin compared with Anglo-Saxon words, each of which has been derived from the same original root. In some cases the words bear close resemblances in meaning.

An.-Saxon.	Gr. and Latin.	An.-Saxon.	Gr. and Latin.
eôrn	grāin	hīde	eūs'to dy
hōop	eūp	ēat	ēd'i ble
rauw	erude	hēad	eāp'i tal
hāll	gēll	bōre	pēr'fo rāte
hōst	guēst	thīn	te nū'i ty
flȳ	plūme	hīll	eūl'mi nāte
yārn	ehôrd	bār'ley	fa rī'nā
heārth	kīln	fā'ther	pa tēr'nal

Lesson 101.

ARTILLERY TERMS.

vēnt	līm'ber	ôrd'nance	bāt'ter y
fūse	mūz'zle	bār'-shōt	eān'is ter
bālls	rām'rōd	chāin'-shōt	pro jēt'yle
bōmbſ	eān'non	shrāp'nel	how'it z er
shēlls	mōr'tar	eār'tridgē	eo lūm'bi ad
grāpe	eāis'son	fōr'tress	eān non ēer'
siēge	fiēld'-gūn	rām'part	eān non āde'
brēech	siēge'-gūn	bōm bārd'	māg a zīne'

Lesson 102.

Words Derived from the same Original Roots.

An.-Saxon.	Gr. and Latin.	An.-Saxon.	Gr. and Latin.
bān	fāte	fōot	pēd'al
blōw	flāil	twō	dū'al
kīn	gē'nus	thīrst	tōr'rid
āche	ā'gent	brēak	frāg'yle
gāll	ehōl'er	fīnd	pe tī'tion
eōld	gēl'id	tēach	dōç'yle
rīng	çīr'cus	bānd	fēd'er al
lēan	in elīnē'	blōod	phle bōt'o my

Lesson 103.

A *Prefix* is a syllable or word placed before another word.

The prefix **un-** gives a negative meaning to the root-word, and can be attached to almost any English adjective.

un <i>knōwn'</i>	un <i>rē'al</i>	ŭn sus <i>tāined'</i>
un <i>toŭched'</i>	un <i>sēm'ly</i>	un <i>sēt'tled</i>
un <i>hĭtched'</i>	un <i>wiēld'y</i>	ŭn for <i>gōt'ten</i>
un <i>shāk'en</i>	un <i>sēlf'ish</i>	ŭn a <i>vāil'ing</i>
un <i>brōk'en</i>	un <i>ēōn'scioŭs</i>	un <i>ġēr'tain ty</i>
un <i>trōd'den</i>	ŭn a <i>wāre'</i>	un <i>spēak'a ble</i>
un <i>wōnt'ed</i>	ŭn <i>ēon ġērn'</i>	un <i>chār'i ta ble</i>
un <i>guārd'ed</i>	un <i>tār'nished</i>	un <i>nēġ'es sa ry</i>

Lesson 104.

The prefix **in-** means *not*; it is often changed to **il-**, **im-** or **ir-**.

ĭn <i>dĭ rĕet'</i>	ĭn <i>vĭġ'i ble</i>	ĭn <i>erĕd'i ble</i>
ĭn <i>ēom plēte'</i>	ĭm <i>pōs'si ble</i>	ĭn <i>flĕx'i ble</i>
ĭn <i>eor rĕet'</i>	ĭn <i>ēūr'a ble</i>	ĭn <i>ĕv'i ta ble</i>
ĭn <i>sin ġēre'</i>	ĭm <i>mū'ta ble</i>	ĭn <i>ĭm'i ta ble</i>
ĭm <i>prōp'er</i>	ĭm <i>mōv'a ble</i>	ĭn <i>ef fĕet'ū al</i>
ĭm <i>mōr'tal</i>	ĭn <i>dĕf'i nĭte</i>	ĭn <i>sĕp'a ra ble</i>
ĭn <i>frĕ'quent</i>	ĭn <i>ād'e quate</i>	ĭn <i>dis pĕn'sa ble</i>
ĭm <i>pā'tient</i>	ĭn <i>ēon sĭst'ent</i>	ĭr <i>re ġĭst'i ble</i>

Lesson 105.**QUOTATIONS FROM AMERICAN ESSAYISTS.**

“The fantasies of one day are the deepest realities of a future one.”—**Hawthorne**. “The couplets of Pope are witty, but Sancho Panza is a humorous creation.”—**Whipple**. “Goodness is the only investment that never fails.”—**Thoreau**. “Beauty is the mark God sets upon virtue.”—**Emerson**. “A tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use.”—**Irving**. “In the universe mind is first, it is also last—before all and above all.”—**Bishop Thomson**. “All great virtues bear the impress of self-denial.”—**Channing**. “Quickness is genius.”—**Bartol**.

Lesson 106.

WORD-BUILDING.

Prefix **un-** to the words in the first two columns, and **in-** to the words in the last two columns.

sēen	tāint'ed	fōrm'al	de çĩş'ion
tōld	stīnt'ed	dē'çent	of fēn'sive
rēst	tīme'ly	āet'ive	de pēnd'ent
bound	ērr'ing	ēon'stant	sēn'si ble
wīse	de fīned'	elēm'ent	tēm'per ate
armed	as sāiled'	sōlv'ent	erēd'ū loūs
plēdged	ar rānged'	eor rūpt'	ēl'i gi ble
chānged	re şĩst'ing	dis erēet'	ex haust'i ble

Lesson 107.

ANATOMICAL AND PHYSIOLOGICAL TERMS.

lūngş	ī'ris	tēn'don	ab dō'men
trūnk	pū'pil	sīn'ew (yū)	in tēs'tineş
thīgh	ēor'ne ā	tīs'sue (şu)	dī'a phrāgm
splēen	rēt'i nā	mēm'brāne	tym'pa nūm
glāndsş	lār'yūx	ār'ter y	cār'ti lađe
mō'lar	thō'rax	au'ri ele	lym phāt'ie
mū'eus	trā'che ā	vēn'tri ele	brōn'ehi al
spi'nal	stēr'num	vēr'te brā	e sōph'a gūs

Lesson 108.

The prefix **dis-** means *not* or *opposite to*, thus,—*disloyal* = *not loyal*; *displeasure* = *the opposite of pleasure*.

dis loy'al	dis grāçed'	dīs al low'
dis ōr'der	dis elāimed'	dīs o bey'
dīs re gārd'	dis ā'ble	dis ūn'ion
dīs re pūte'	dīs pos sēs's'	dīs re spēet'
dis fā'vor	dīs eon nēet'	dīs en gāged'
diş hōn'or	dīs in fēet'	dīs em bārkk'
dis eov'er	dīs eom pōşe'	dīs be liēf'
dis erēd'it	dīs ar rānge'	dis sāt'is fīed
dis plēaş'ūre	dīs ap prōve'	dīs ad vānt'āge

Lesson 109.

The prefixes **fore-**, **pre-** and **ante-** mean *before*, thus,—*forewarn* = *to warn before*; *preceding* = *going before*; *antediluvian* = *before the flood*.

fōre knōw'	prē ex' ist'	ăn'te dāte
fōre sēe'	prē eon cērt'	ăn'te rōom
fōre shōw'	prē en gāgē'	ăn te cēd'ent
fōre warn'	prē eon cēive'	ăn'te chām ber
fōre'tāste	pre fīg'ūre	ăn te pe nūlt'
fōre'sīght	prē ma tūre'	ăn te mūn'dāne
fōre'thōught	pre jūdg'ment	ăn te me rīd'i an
fōre rūn'ner	prē rēq'ui sīte	ăn te dī lū'vi an
fōre tō'ken	pre mēd'i tāte	ăn te nūp'tial

Lesson 110.

The prefixes **a-** or **ab-** and **de-** mean *from*; **ad-** signifies *to*, and is changed into **af-**, **al-**, **an-**, **ap-** and **as-** before certain consonants.

ad join'	al lūre'	a bāte'	de ecy'
ad mīt'	al lūde'	a vērt'	de dūge'
ād'jūnet	ap pēnd'	ab rūpt'	de dūet'
ād'vērb	as pīre'	āb'jeet	de flēet'
a dōre'	at tēst'	ab dūet'	de trāet'
af fīx'	ād'jee tīve	ab scīnd'	de prēss'
af fīrm'	ad hē'sīve	ab sōlve'	de thrōne'
an nēx'	ap pōr'tion	ab strāet'	de eāp'i tāte

Lesson 111.

QUOTATIONS FROM ENGLISH POETS.

"Westward the course of empire takes its way."—**Berkeley**. "To beard the lion in his den."—**Scott**. "The short and simple annals of the poor."—**Gray**. "Not to know me, argues yourself unknown."—**Milton**. "Big with the fate of Cato and of Rome."—**Addison**. "Who shall decide when doctors disagree?"—**Pope**. "A school-boy's tale, the wonder of an hour!"—**Byron**. "Brevity is the soul of wit."—**Shakespeare**. "An infant crying in the night."—**Tennyson**.

Lesson 112.

The prefix **con-** means *with* or *together*; it takes the form of **con-**, **com-**, **col-**, **co-**, **cog-** or **cor-** to secure easy pronunciation.

eon join'	eom präss'	eo ē'qual	eon sīst'ent
eon fōrm'	eon gēal'	eō ex ĩst'	eōn'flu ent
eon frōnt'	eom pōse'	eō ex tēnd'	eōn'so nant
eon trāet'	eon vērt'	eo hēr'ent	eōm'pli ēate
eon vērgē'	eon spīre'	eo hē'sīve	eōm'pro mīse
eom pound'	eon found'	eōl'lo quy	eōr re spōnd'
eom pīle'	eon strūet'	eōn'gre gāte	eon jēet'ūre
eōg'nāte	eol lāpse'	eōn'se quence	eon trāe'tion

Lesson 113.

NAMES OF DISEASES.

gout	fē'ver	mēa'slēz	brōn ehī'tis
eroup	seār'let	ea tārrh'	eon sūmp'tion
erāmp	tȳ'phoid	phthī's'ie	rheū'ma tīsm
mūmps	bīl'ioŭs	vēr'ti go	pneū mō'ni ā
ehīlls	ā'gūe	ehōl'er ā	hys tē'ri ā
plāgue	drōp'sy	serōf'ū lā	seī āt'i eā
eōl'ie	quīn'sy	pleū'ri sy	dys pēp'si ā
eān'çer	tēt'ter	lēp'ro sy	seār la tī'nā
eōugh (kōf)	seūr'vy	lum bā'go	ēr y sīp'e las

Lesson 114.

The prefix **e-** or **ex-** means *out of*; **pro-** means *for* or *forth*.

e dūçe'	ex pōrt'	ex eūl'pāte	prō'noun
e vāde'	ex tōrt'	ex plīç'it	pro çeed'
e vēnt'	ex ūde'	ex präss'īve	pro trāet'
e vōke'	ex pēnd'	ēx'tir pāte	pro trude'
e jēet'	ex präss'	ēx'tri ēate	pro fēss'
e lēet'	ex hāle'	ēx'pur gāte	pro pound'
e lāpse'	ex plōde'	ex ōn'er āte	pro nounçe'
e vīnçe'	ex trāet'	ex pā'tri āte	prō'lōgue
ē'gress	ef fāçe'	ex tēr'mi nāte	prō'grāmme

Lesson 115.

The prefix **re-** means *back* or *again*; **per-** signifies *through*.

rē prīnt'	re fīne'	rē-ad mīt'	per vāde'
rē eoin'	re eānt'	rē-as sure'	per vērt'
rē eāst'	re fūnd'	rē-as çend'	pēr spīre'
re dēem'	re mānd'	rē-ap pēar'	per fūme'
re drēss'	re elīne'	rē eom mīt'	pēr'jūre
re frēsh'	re pēal'	rē-ēeh'o	pēr'me āte
re bound'	re strāin'	re eov'er	pēr'fi dy
re prēss'	re elāim'	rē eāpt'ūre	pēr'fo rāte
re eoil'	re lāpse'	rē eōn'quer	pēr'eo lāte

Lesson 116.

The prefix **trans-** means *across* or *beyond*; **inter-** signifies *between*, and **super-**, *above* or *over*.

trāns'it	īn ter līne'	sū per sēde'
trans pōrt'	īn ter spērse'	sū per vīše'
trans pōse'	īn ter vēne'	sū per vēne'
trans grēss'	īn ter mīx'	sū per in dūçe'
trans plānt'	īn ter pōse'	sū per in tēnd'
tran scēnd'	īn'ter lūde	sū per serībe'
trans fōrm'	īn'ter eōurse	sū per hū'man
trans fīg'ūre	īn'ter ēst ing	sū per nāt'ū ral
trāns ma rīne'	īn ter mīs'sion	sū per nū'mer a ry

Lesson 117.

Dictation Exercise.—The vessel used to transpōrt' soldiers is called a trāns'pōrt. A pēr'vert is one who has been per vērt'ed from a right way. The pēr'-fūme of the flowers will per fūme' the room. The ēx'-pōrts of the country were rapidly ex pōrt'ed. The ēx'-traet which he read was ex trāet'ed from a magazine. The eōn'traet which he entered into compelled him to eon trāet' his sphere of action. The eōm'press which the surgeon ordered tended to eom prēss' his arm too tightly. The eōn'vert wanted to eon vērt' others.

Lesson 118.

The prefix **sub-** means *under* or *below*, and is sometimes changed to **suf**, **suc** or **sup**; **circum** means *around*.

sub join'	süb'ju gäte	çir'eum spēet
sub sīde'	sub jēe'tion	çir'eum stançe
sub vērt'	sub mīs'sion	çir eum serībe'
sub sērve'	sup plānt'ing	çir eum vēnt'
sub trāet'	sue çēs'sion	çir eum'fer ençe
sub serībe'	sūf'fer ing	çir eum nāv'i gāte
sub mērgē'	süb ma rīne'	çir eum lo eū'tion
süb'urbŝ	süb ter rā'ne an	çir eum ām'bi ěnt

Lesson 119.

THE ELEMENTS OF MATTER.

All the forms of matter have been reduced to sixty-four elements, the most common of which are named in this lesson.

tīn	nīck'el	ōx'y ġen	plāt'i nūm
lēad	eō'balt	hȳ'dro ġen	eād'mi ūm
gōld	bīŝ'muth	nī'tro ġen	ehrō'mi ūm
zīne	sūl'phur	eāl'çi ūm	ān'tī mo ny
ī'ron	eār'bon	sīl'i eon	po tās'si ūm
sīl'ver	brō'mīne	sō'di ūm	a lū'mi nūm
eōp'per	ār'se nīe	ī'o dīne	mag nē'si ūm
bō'ron	mēr'eu ry	ehlō'rīne	(mag nē'zhī ūm)

Lesson 120.

Unī, from Latin *unus*, = *one*; **mono**, from Greek *monos*, = *single*; **bī**, from Latin *bis*, = *two*; **trī**, from Latin *tris*, = *three*.

ū'nit	bī'ped	bī ěn'ni al	mōn'o tōne
ū'ni sōn	bī sěet'	trī ěn'ni al	mōn'o lōgue
ū'ni fȳ	bī'nate	bī nō'mi al	mōn'o līth
u nīt'ed	bī'vālve	trī nō'mi al	mo nōp'o līst
ū'ni fōrm	trī'pod	bī'çȳ ele	mo nōp'o līze
ū'ni vērse	trī'dent	trī'aŋ gle	mōn'o grām
ū'ni eōrn	trīp'le	bīg'a mīst	mōn o mā'ni ā
u nīque' (něk)	trī sěet'	trī sȳl'la ble	mōn'o sȳl la ble

Lesson 121.

The prefix **en-** means *to make or put in*; **be-** signifies *to make*, and gives an intensive meaning; **in-** adds its own meaning to the root-word.

en slāve'	en rāge'	be fōol	in grāft'
en dēar'	en fōrce'	be eālm'	in still'
en rīch'	en eāmp'	be daub'	in stāll'
en ā'ble	en chāin'	be smēar'	in fūse'
en nō'ble	en thrōne'	be dēck'	in dōrse'
en līv'en	en dān'ger	be friēnd'	in trūst'
em bōld'en	en tān'gle	be guīle'	in trēnch'
en grōssed'	en rāpt'ūre	be grūdge'	in serībe'

Lesson 122.

Non = *not*; **post**, a Latin word, = *after*; **post**, an English word, refers to the mail.

nōn'sense	pōst'-dāte	pōst'man
nōn'sūit	pōst'fīx	pōst'-boy
nōn'de serīpt	pōst'hu moūs	pōst'-hāste
non ħn'ti ty	pōst-mōr'tem	pōst'mārk
nōn-pāy'ment	pos tē'ri or	pōst'āge
nōn-rēš'i dent	pōst pōne'ment	pōst'pāid
nōn-eon dūet'or	pōst me rīd'i an	pōst'-ghāiše
nōn-ex ħst'ent	pōst-dī lū'vi an	pōs tīl'ion
nōn-at tēnd'ānce	pōst-prān'di al	pōst'mās ter

Lesson 123.

Dictation Exercise.—"Laws that may be *engrossed* on a finger-nail."—**De Quincey**. "What can *ennoble* sots, or slaves, or cowards?"—**Pope**. "Temperance gives Nature her full play, and *enables* her to exert herself in all force and vigor."—**Addison**. "The difficulties that perplex men's thoughts and *entangle* their understandings."—**Locke**. "The serpent *beguiled* me, and I did eat."—**Bible**. "*Bedaub* fair designs with a foul varnish."—**Barrow**. "The starlight dews all silently their tears of love *instill*."—**Byron**. "*In-trust* thy fortunes to the powers above."—**Dryden**. "*Be-smear*ed with precious balm."—**Spenser**.

Lesson 124.

WORD-BUILDING.

Prefix **up**, **under**, **out**, **fore** and **over** to the words in the first, second, third, fourth and fifth columns respectively.

hōld	brūsh	eāst	ärm	strāin
rōot	mīne	weār	gōne	sprēad
rōar	hānd	shīne	dōom	pow'er
beār	tāke	skīrt	knōw	shād'ōw
stārt	seōre	hūrst	sīght	būr'den
rouse	ground	breāk	stāll	beār'ing
rāise	vāl'ūe	rēach	jūdġe	bāl'anġe
hēave	eūr'rent	strētch	ełōse	per suādē'

Lesson 125.

ASTRONOMICAL TERMS.

mōon	plān'ets	Nēpt'ūne	zē'nith
phāse	Vē'nus	Mēr'eu ry	nā'dir
sīgnŝ	Ēarth	ās'ter oidŝ	sōl'stīġe
nōde	Mārŝ	eōm'ets	ē'qui nōx
dīsk	Jū'pi ter	nēb'ū lā	e elīp'tie
ōr'bit	Sāt'urn	sāt'el līte	zō'di āe
e elīpse'	Ū'ra nūs	eōn stel lā'tion	pe nūm'brā

Lesson 126.

WORD-BUILDING.

Prefix **counter**, = *against*, to the words in the first column; and prefix **mis**, = *wrong* or *ill*, to the other words in this lesson.

pärt	dēed	ap plŷ'	eāl'eu lāte
plōt	dāte	be hāve'	eon jēet'ūre
plēa	prīnt	be liēve'	de mēan'or
wōrk	eount	eōn'duet	in tēr'pret
mārch	quōte	eōn'strūe	rēp re ŝent'
chēck	plāġe	dī rēet'	āp pre hēnd'
chārm	gūide	im prove'	ūn der stānd'
āe'tion	chānġe	stāte'ment	mān'āġe ment

Lesson 127.

Suffixes which form Nouns, and signify *state* or *quality* of being.

Suffix.	Examples.	State of being	Suffix.	Examples.	State of being
acy.	prī'va cy,	<i>private.</i>	ment.	a grēe'ment,	<i>agreed.</i>
age.	bōnd'āge,	<i>bound.</i>	mony.	āe'ri mo ny,	<i>sharp.</i>
ance.	vīg'i lançe,	<i>watchful.</i>	ness.	wēa'ri ness,	<i>weary.</i>
ancy.	vā'ean cy,	<i>vacant.</i>	ry.	rī'val ry,	<i>a rival.</i>
dom.	frēe'dom,	<i>free.</i>	ship.	pärt'ner ship,	<i>partners.</i>
ence.	īn'do lençe,	<i>idle.</i>	ure.	ex pōs'ūre,	<i>exposed.</i>
hood.	fałse'hōod,	<i>false.</i>	tude.	āpt'i tūde,	<i>apt.</i>
ism.	hēr'o īsm,	<i>heroic.</i>	ty.	stu pīd'i ty,	<i>stupid.</i>

Lesson 128.

Suffixes which form Adjectives, and mean *of*, *like* or *pertaining to*.

Suffix.	Examples.	Pertaining to	Suffix.	Examples.	Pertaining to
ac.	eār'di ae,	<i>heart.</i>	id.	fēr'vid,	<i>fervor.</i>
al.	pēe'to ral,	<i>breast.</i>	ile.	pū'er ile,	<i>boy.</i>
an.	syl'van,	<i>woods.</i>	ine.	ea nīne',	<i>dog.</i>
ar.	rēg'ū lar,	<i>rule.</i>	ory.	pīs'ea to ry,	<i>fish.</i>
ary.	pe eūn'ia ry,	<i>money.</i>	ite.	rēe'on dīte,	<i>secret.</i>
ic.	pho nēt'ie,	<i>sound.</i>	ish.	bōor'ish,	<i>boor.</i>
ical.	bo tăn'ie al,	<i>botany.</i>	ese.	Sī am ēše',	<i>Siam.</i>

Lesson 129.

Words with Suffixes meaning *of*, *like* or *pertaining to*.

Use the previous lesson as a model, and write the suffixes and the meanings of the following words:

mū'sie al	ō ce ān'ie	glōb'ū lar
au tūm'nal	ē go tīst'ie	gīr'eu lar
pie tō'ri al	thē o rēt'ie	ān'gu lar
ēd i tō'ri al	sēr'pen tīne	hōn'o ra ry
rhe tōr'ie al	āq'ui līne	tēm'po ra ry
ē eo nōm'ie al	ēl e phān'tīne	eāp'il la ry
hỹp o erīt'ie al	mēr'ean tīle	prēf'a to ry
gē o mēt'rie al	īm'be gīle	eon sērv'a to ry
ār ith mēt'ie al	īn'fan tīle	eon sōl'a to ry

Lesson 130.

Suffixes which form Nouns, and mean *one who*.

Suffix.	Examples.	One who	Suffix.	Examples.	One who
ar.	bĕg'gar,	<i>begs.</i>	er.	de çĕiv'er,	<i>deceives.</i>
art.	brăg'gart,	<i>brags.</i>	"	in trud'er,	<i>intrudes.</i>
ard.	lăg'gard,	<i>lags.</i>	or.	eom pĕt'i tor,	<i>competes.</i>
"	drũnk'ard,	<i>is drunken.</i>	"	prĕd e çĕs'sor,	<i>precedes.</i>
ant.	dīs'pu tant,	<i>disputes.</i>	eer.	ăue tion ĕer',	<i>auctions.</i>
"	as sĭst'ant,	<i>assists.</i>	"	mũ ti nĕer',	<i>mutinies.</i>
ent.	re çĭp'i ent,	<i>receives.</i>	ist.	eũ'lo ġĭst,	<i>eulogizes.</i>
"	de pō'nent,	<i>deposes.</i>	"	thĕ'o rĭst,	<i>theorizes.</i>
"	rĕ'gent,	<i>rules.</i>	yer.	saw'yer,	<i>saws.</i>

Lesson 131.

Suffixes which form Adjectives, and mean *full of*.

Suffix.	Examples.	Full of	Suffix.	Examples.	Full of
ate.	dĕs'per ate,	<i>despair.</i>	ous.	ău dă'ciouš,	<i>boldness.</i>
"	đb'du rate,	<i>obduracy.</i>	"	hĭ lă'ri ouš,	<i>mirth.</i>
ful.	re mōrse'ful,	<i>remorse.</i>	"	hĭd'e ouš,	<i>fright.</i>
"	re spĕet'ful,	<i>respect.</i>	some.	glăd'sōme,	<i>gladness.</i>
ent.	vĭr'ũ lent,	<i>poison.</i>	"	frōl'ie sōme,	<i>play.</i>
"	sũe'eu lent,	<i>juice.</i>	y.	flow'er y,	<i>flowers.</i>
ose.	ver bōse',	<i>words.</i>	ey.	ĕlăy'eÿ,	<i>clay.</i>

Lesson 132.

Diminutive Terminations which form Nouns, and mean *little*.

Suffix.	Examples.	A little	Suffix.	Examples.	A little
ele.	ĕăn'ti ele,	<i>song.</i>	et.	flow'er et,	<i>flower.</i>
"	ĕôr'pus çle,	<i>body.</i>	"	tũr'ret,	<i>tower.</i>
cule.	ăn i măl'eũle,	<i>animal.</i>	kin.	lămb'kin,	<i>lamb.</i>
"	rĕt'i eũle,	<i>net.</i>	"	măn'i kĭn,	<i>man.</i>
ule.	mōl'e eũle,	<i>mass.</i>	let.	eÿe'let,	<i>eye.</i>
"	sphĕr'ũle,	<i>sphere.</i>	"	çĭr'elet,	<i>circle.</i>
el.	sătch'el,	<i>sack.</i>	ling.	dăr'ling,	<i>dear.</i>
le.	nōz'zle,	<i>nose.</i>	"	gōš'ling,	<i>goose.</i>
"	vĕs'i ele,	<i>bladder.</i>	ie.	lăs'sĭe,	<i>lass.</i>

Lesson 133.

Suffixes which form Verbs, and mean *to make*.

Suffix.	Examples.	To make	Suffix.	Examples.	To make
ate.	rĕg'ũ lâte,	<i>regular.</i>	ize.	ĕol'o nize,	<i>a colony.</i>
"	re frīg'er âte,	<i>cool.</i>	"	pũl'ver ize,	<i>into dust.</i>
"	dũ'pli ĕâte,	<i>double.</i>	"	vĭe'tim ize,	<i>a victim.</i>
en.	fâst'en,	<i>fast.</i>	ise.	en frân'chĭse,	<i>free.</i>
"	sŏft'en,	<i>soft.</i>	"	ĭm pro vĭse',	<i>off-hand.</i>
"	lĕngth'en,	<i>longer.</i>	"	ĕm'pro mĭse,	<i>agreed.</i>
fy.	pĕt'ri fÿ,	<i>into stone.</i>	ish.	pũb'lish,	<i>public.</i>
"	păç'i fÿ,	<i>peaceful.</i>	"	bũr'nish,	<i>bright.</i>
"	ĕŏ'di fÿ,	<i>a code.</i>	"	em bĕl'lish,	<i>beautiful.</i>

Lesson 134.

Suffixes which form Nouns, and mean *act of*.

Suffix.	Examples.	Act of	Suffix.	Examples.	Act of
age.	tĭll'âge,	<i>tilling.</i>	ment.	e lôpe'ment,	<i>eloping.</i>
"	măr'riage,	<i>marrying.</i>	"	e jĕet'ment,	<i>ejecting.</i>
tion.	dĭ lâ'tion,	<i>dilating.</i>	ure.	rũpt'ũre,	<i>breaking.</i>
"	ro tã'tion,	<i>turning.</i>	"	tĕn'ũre,	<i>holding.</i>
sion.	in fũ'sion,	<i>infusing.</i>	al.	re new'al,	<i>renewing.</i>
"	as çĕn'sion,	<i>rising.</i>	"	re vĭv'al,	<i>reviving.</i>
"	sus pĕn'sion,	<i>hanging.</i>	"	re fũs'al,	<i>refusing.</i>

Lesson 135.

Use the previous lessons as a model, and write the suffixes and the meanings of the following words :

băb'bler	glĕe'ful	flăt'ten	re dũe'tion
băr'ter er	un skĭll'ful	glăd'den	re çĕp'tion
blũn'der er	dis grăçe'ful	broăd'en	re trăe'tion
pro jĕet'or	vĕn'om oũs	hŏr'ri fÿ	re vĭŝ'ion
eon trăet'or	in jũ'ri oũs	seăr'i fÿ	dis pĕr'sion
de pŏŝ'i tor	mũr'der oũs	tăb'ũ lâte	a tŏne'ment
drũg'gist	hũ'mor sŏme	văp'or ize	ap point'ment
lĭn'guist	mĕt'tle sŏme	vũl'ean ize	as sĕss'ment
ôr'gan ist	quăr'rel sŏme	joũr'nal ize	re trĕnch'ment

Lesson 136.

Words from Various Languages.

Asiatic.		African.	
gǒng	eō'ly	bārb	fūs'tian
jǔnk	tōd'dy	bārgē	guǐn'ea
sīlk	mǔs'lin	säck	ǵĩ räffe'
sērgē	eäl'i eo	ī'bis	sätch'el
mǎn'go	nan kēen'	zē'brā	ō'a sīs
rat tǎn'	eāsh'mēre	quǎg'gǎ	ea nā'ry
bam bōō'	bǔn'ga lōw	pā'per	mo rōe'eo
tǔ phōōn'	o rǎng'-ou tǎng	ǵǔp'sy	go rīl'lā

Lesson 137.

Words from the American Indian Languages.

squaw	ea nǵe'	eō'pal	hōm'i ny
māize	rae eōōn'	jǎl'ap	o pōs'sum
mōōse	pa pōōse'	wǎm'pum	tǎp i ō'eā
skǔnk	wǐg'wǎm	quī'nīne	mōe'ea sin
guā'no	hǎm'mock	to bǎe'eo	tōm'a hǎwk

NOTE.—It will be observed that the above words are all nouns, and are the names of things peculiar to America.

Lesson 138.

Railroad Terms used in the United States and England.

American.	English.	American.	English.
träck	līne	hōrse'-eār	trǎm
trücks	bō'gīeş	eow'-eätch er	plough
eār	eār'rīāge	eon düet'or	guārd
de pōt'	stā'tion	ēn ǵĩ nēer'	drīv'er
fīre'man	stōk'er	swītch'ing	shünt'ing
bǎg'gāge	lǔg'gāge	freight'-eār	gōōds'-trüek
tǔrn'-out	sīd'ing	chäck'-rāilş	guārd'-rāilş
swītch'eş	points	bǎg'gāge-eār	lǔg'gāge-vǎn
rāil'rōad	rāil'wāy	tīck'et-ōf fīçe	bōōk'ing-ōf fīçe

Lesson 139.

Words from Various Languages.

Hebrew.		Persian.	
sēr'aph	săp'phīre (săf'īr)	pēach	pa shā'
chēr'ub	jū'bi lēe	ghoul	dēr'vīse
măn'nā	phăr'i sēe	dī vān'	jăş'mīne
ā mēn'	ho şăn'nā	ăz'ure	eăr'a vān
hys'sop	eīn'na mon	bō'rax	çim'e ter
măm'mon	le vī'a than	ğyp'sum	păr'a dīse
săb'bath	hăl le lū'iah	mūm'my	lāu'da nūm

Lesson 140.

Nouns derived from the Arabic.

zē'ro	ăm'ū let	nā'bōb	Săr'a çen
ăm'ber	ăl'ka lī	lăck'eÿ	drăg'o man
sīr'up	ăl'eo hōl	eā'liph	as săs'sin
ăt'tar	ăl'ge brā	sūl'tan	mu êz'zin
eōf'fee	ăl'ehē my	hā'rem	al'ma năe
mō'hâir	ehēm'is try	mon sōon'	ăz'i mūth
shēr'bet	tăl'iş man	sī mōom'	ăr'a bēsque
năph'thā	tăm'a rīnd	sī rōe'eo	măs quer âde'
kō'ran	ăr'ti chōke	e līx'ir	măg a zīne'

Lesson 141.

Dictation Exercise.—*Amber* is a fossil resin, so named from its resemblance to *ambergris*. *Sirup* is so written in most English dictionaries, but *syrup* is the form in common use. *Sherbet*, the name of a sweet drink, is allied in its derivation to *sirup* and *shrub*. *Mohair* is a cloth made of fine hair. The word *attar* is also written *ottar* and *otto*; it is generally used in the phrase “attar of roses.” *Naphtha* is a light yellow liquid similar in its chemical elements to petroleum. The *koran* is the sacred book of the Mohammedans. The Arabians were once famous for their advancement in the sciences.

Lesson 142.

Schools and Institutions of Learning.

grād'ed	eom mēr'cial	eöl'leġe
nôr'mal	seī en tīf'ie	lŷ ġē'um
grām'mar	pöl y tēh'nie	īn'sti tūte
prī'ma ry	pa rō'ehi al	sēm'i na ry
buŷi'ness	thē o löġ'ie al	a eäd'e my
mēd'ie al	re fōrm'a to ry	ġym nā'ŷī um
elās'sie al	prē pār'a to ry	ū ni vēr'si ty
chär'i ty	īn ter mē'di ate	eon sērv'a to ry
phär'ma ġy	ăġ ri eült'ū ral	kīn'der ġär ten

Lesson 143.

Americanisms of Spanish Origin.

An Americanism is a word, phrase, or idiom peculiar to America.

rānch'o	pla ġēr'	a dō'be	pu ġb'lo
lās'so	eör'ral	sa vān'nā	lār'i at
plä'zā	stam pēde'	bo nān'zā	plānt'ain
brōñ'eo	ġar rōte'	mu lāt'to	fan dāñ'ġo
eañ on	mūs'tang	mōs quī'to	pal mēt'to
(kan yūn')	erē'ole	eāl a bōōse'	āl'li ġā tor

Lesson 144.

Dictation Exercise.—*Ranch* or *rancho* originally meant a rude hut for herdsmen, but the word is now almost equivalent to "farm" or "plantation." *Lasso* and *lariat* have nearly the same meaning, and are the names applied to the rope or cord used in catching wild horses and cattle. A *cañon* is a deep gorge between high and steep banks. A *plaza* is a public square in a town or city. A *bronco* is a native California horse. The *mustang* is also a wild horse of the prairies. A *placer* is a gravelly place where gold is found. A *corral* is a guard or inclosure for cattle. *Adobe* are unburnt bricks dried in the sun. A *pueblo* is a village or town. A *bonanza*, in mining, is a sudden and extraordinary widening of a vein of silver.

Lesson 145.

PLANTS AND FLOWERS.

eät'nĭp	pē'o ny	mag nō'li á
mĭlk'wēed	ver bē'ná	ge rā'ni ūm
flēa'-bāne	mār'i göld	rhō do dēn'dron
mül'leĭn	föx'glöve	hē'li o tröpe
wöod'bĭne	lärk'spūr	mĭgŭn on ätte'
lĭe'o riçe	hÿ'a çĭnth	lā'dy's-sĭp per
eöl'um bĭne	gläd'i öle	môrn'ing-glō ry
pĕp'per mĭnt	höl'ly hœck	for gēt'-me-nöt
pĕn ny roy'al	ear nā'tion	chrÿs äñ'the mŭm

Lesson 146.

Americanisms of French Origin.

dĭme	baÿ'ou	prāi'rie	eäl'ū mēt
bütte	gō'pher	grāng'er	bār'be eūe
eäçhe	vĕn'dūe	ere vässe'	eön'tra bändſ
çhute	bū'reau	quäd rōon'	voy a geür'
lĕv'ee	pört'äge	la erösse'	(vwä yä zhür')

Lesson 147.

Pairs of Words from the Same Root, but Different in Form.

äre	ärch	wĭg	pĕr'uke	bāke	bätch
bēach	bänk	ánt	ēm'met	prāte	prät'tle
eärd	chärt	bām	baĭ'sam	spĭn	spĭn'dle
çhāiçe	châir	bāse	bā'sis	wāde	wäd'dle
çhalk	eälx	choir	ehō'rus	soŭp	sŭp'per
chürch	kĭrk	elĭme	elĭ'mate	spĭt	spät'ter
eöve	heärt	eüll	eol læt'	bĭnd	bänd'äge
dĕll	dāle	eount	eom pŭte'	trŭmp	trĭ'umph
dūe	dĕbt	erāte	hūr'dle	slĭp	slöp'ing
fönt	fount	stāte	es tātē'	shöot	shüt'tle
gāol	jāil	prĭme	före'möst	shöve	shŭf'fle
nāme	noun	môrn	mör'röw	erēep	erĭp'ple

Lesson 148.

Words with Various Meanings.

Each word in this and the next lesson represents two or more distinct words which have been derived from different languages, and which are unlike in meaning, though agreeing in sound and spelling.

bāle	rāce	pōrt	eā'per	būnt'ing
bāste	rāil	erāb	rā'ven	räck'et
hāil	rāke	flāg	ān'gle	rāl'ly
grāve	wāke	häck	bāt'ten	tat tōō'
jāde	pīle	rānk	gām'mon	fēr'ret
māy	pītch	rāsh	hām'per	ēld'er
pāge	seāle	sāsh	mān'gle	tēnd'er
quāil	sprāy	stīll	pū'pil	eōb'ble

Lesson 149.

bīt	döck	stērn	eūr'ry	rīp'ple
bāy	rēel	thrūsh	lūm'ber	līt'ter
foil	rēar	flūsh	stō'ry	līm'ber
gūll	sēal	pūnch	sör'rel	bīl'let
eārp	pēer	pound	de sērt'	quīv'er
bārk	sōle	deūce	pōr'ter	erīck'et
būtt	erāne	fōrge	rūf'fle	shīn'gle
mārch	shēer	lēague	seūt'tle	swal'lōw

Consult a dictionary for the meanings of the above words.

Lesson 150.

QUOTATIONS FROM EMINENT ROMANS.

"There will ever be a place for virtue."—**Seneca**. "I think the first virtue is to restrain the tongue."—**Cato**. "A picture is a poem without words."—**Horace**. "A falling drop will at last cave a stone."—**Lucretius**. "All great men are in some degree inspired."—**Cicero**. "A desire to resist oppression is planted in the nature of man."—**Tacitus**. "Trust not too much to an enchanting face."—**Virgil**. "For life is not to live, but to be well."—**Martial**. "Nature never says that which Wisdom will contradict."—**Juvenal**. "I came, I saw, I conquered."—**Cæsar**.

Lesson 151.

Words from the Same Roots, but Different in Form.

är'my	ar mā'dá	täg'it	rět'i çent
ho tël'	hös'pi tal	ō'dor	rěd'o lent
re new'	rěn'o vāte	fē'māle	fēm'i nīne
sām'ple	eḡ ām'ple	ehēm'ist	āl'ehē my
chās'ten	eās'ti gāte	gār'ner	grān'a ry
chām'ber	eām'er ā	pur sūe'	pēr'se eūte
war'den	guār'di an	pō'tent	pū'is sant
rān'som	re dēmp'tion	pār'çel	pār'ti ele
ag griēve'	äg'gra vāte	mount'ain	ēm'i nent

Lesson 152.

FORMS OF GOVERNMENT AND NAMES OF OFFICERS.

kīng'dòm	ēn'voy	The Çab'in et.	
re püb'lie	eön'sul	Sēe're ta ry of Stāte	
dēs'pot iŝm	mīn'is ter	"	" War
mōn'areh y	prēŝ'i dent	"	" Nā'vy
de mōe'ra çy	sēn'a tor	"	" Trēaŝ'ūr y
ōl'i gāreh y	eōn'gress man	"	" In tē'ri or
au tōe'ra çy	em bās'sa dor	Pōst'mās ter-Ĝēn'er al	
ār is tōe'ra çy	su prēme' jūdge	At tōr'ney-Ĝēn'er al	

Lesson 153.

Words Compounded from two Different Languages.

pōle'āx	pie'bald	ō'ver eōat
piēçe'mēal	out vōte'	fōre'eās tle
prēss'-gāng	seāf'fold	mount'e bank
life'-guārd	gūn'wale	hārp'si ehōrd
pīnk'-eēed	brīck'bāt	frānk in'çense
trāin'-oil	eūp'bōard	hōb'by-hōrse
hēir'-lōom	bläck'guārd	ŝalt'-çēl lar
pēa'-jäck et	(bläg'gārd)	eoun ter äet'

Lesson 154.

Verbs from the Latin through the French.

ū'til īze	mōd'i fīcēd	em bēl'lished
rēe'og nīze	rēp'ri mānd	sū per sēd'ed
rēe'on ċīle	sūp'plē ment	mān ū fāet'ūre
ad mōn'ish	en ċīr'ele	rēe on noi'ter
ae eōm'plish	re līn'quish	de mōr'al īze
dis pār'āge	pre dēs'tīne	dis eoun'te nançe
īn ter ċept'	sur rēn'der	a mēl'io rāte
īn ter lāçe'	prē or dāin'	eoun ter bāl'ançe

Lesson 155.

NAMES OF CIVIL OFFICERS.

māy'or	gōv'er nor	al'der man
būr'gess	trēas'ūr er	eōn'sta ble
shēr'iff	aud'it or	māg'is trāte
bāil'iff	re eōrd'er	eon trōl'ler
tīp'stāff	rēg'is ter	sū per vī'gor
nō'ta ry	eol lēt'or	eom mīs'sion er
eōr'o ner	as sēs's'or	eoun'čil man
sur vey'or	in spēet'or	pro thōn'o ta ry

Lesson 156.

Adjectives from the Latin through the French.

ār'dent	āb'sti nent	in dīf'fer ent
frē'quent	ae eōrd'ant	im pēr'ti nent
dōr'mant	eon eōrd'ant	im pēn'i tent
flā'grant	re pūg'nant	ir rēv'er ent
poign'ant	e mēr'gent	ir,rēl'e vant
fēr'vent	dīs'so nant	ex ōr'bi tant
rēe're ant	īm'po tent	eon eōm'i tant
in elēm'ent	eōr'pu lent	be nēv'o lent
trans pār'ent	eōm'plai sant	mu nīf'i çent

Form nouns from the above adjectives by changing final *t* in the first column to *cy*, and in second and third columns to *ce*. Define the nouns formed thus,—*ardency* = *state of being ardent*.

Lesson 157.

Verbs from the Latin ending in *ate*.

ăb'ro gāte	lū'bri eāte	a bŏm'i nāte
făb'ri eāte	eo-ŏp'er āte	e nū'mer āte
flŭet'ū āte	ex pŏst'ū lāte	e măn'çi pāte
făs'çi nāte	pŭnet'ū āte	de eăp'i tāte
ĕx'e erāte	mĕd'i eāte	de pŏp'ū lāte
dīs'si pāte	e mā'ci āte	dis erĭm'i nāte
mĕ'di āte	in vĭg'or āte	in vĕs'ti gāte
ĕm'a nāte	at tĕn'ū āte	ex ăġ'ġer āte
pĕr'son āte	per pĕt'ū āte	an tĭç'i pāte

Form nouns from the above verbs by changing final *e* to *ion*.

Lesson 158.

TERMS USED IN LAW.

eōde	ar rĕst'	ĕq'ui ty	hŏm'i çide
writ	as sĭgn'	war'rant y	măn'slaugh ter
bŏnd	fĕl'o ny	sub pĕ'nā	at tăch'ment
dĭ'ġest	bŭrg'la ry	man dā'mus	eom mĭt'ment
lĭ'bel	plăint'iff	in jŭne'tion	eon vey'ançe
jŭ'ry	de fĕnd'ant	at tŏr'ney	ăf fi dā'vit
ăr'son	eon vĭe'tion	eoun'sel or	dep o ŝit'ion
fŏre'man	ae quĭt'tal	so lĭç'it or	ăr bi trā'tion
stăt'ŭte	chăn'çer y	băr'ris ter	re eŏġ'ni zançe

Lesson 159

QUOTATIONS FROM EMINENT GREEKS.

“Know thyself.”—**Solon**. “Consider the end.”—**Chilo**. “Avoid extremes.”—**Cleobulus**. “Seize time by the forelock.”—**Pittacus**. “Nothing is impossible to industry.”—**Periander**. “Bear thy lot, nor shed these unavailing sorrows o'er the dead.”—**Homer**. “It will not always be summer.”—**Hesiod**. “Knowledge without justice ought to be called cunning rather than wisdom.”—**Plato**. “Plato is dear, but truth is more dear.”—**Aristotle**.

Lesson 160.

Adjectives from the Latin ending in *ant* or *ent*.

ăm'bi ent	re fül'gent	in ăl'e gant
eom plā'gent	in sūr'gent	bel līg'er ent
eom pō'nent	re eüm'bent	ī tīn'er ant
eön'flu ent	ef fül'gent	pro tū'ber ant
dif'fi dent	eon tīn'gent	īn eo hēr'ent
rēs'o nant	mēn'di eant	ēv a nēs'gent
rēf'lu ent	īm'mi nent	gīr eum jā'gent
sīb'i lant	om nīs'cient	gīr eüm'flu ent
rēd'o lent	(om nīsh'ent)	im pröv'i dent

Lesson 161.

TERMS USED IN POLITICS.

ęau'eus	châir'man	eöl'lēague	pöl i tī'cian
vōt'erş	eam pāign'	op pō'nent	lęg'is lā tor
sūf'frage	prī'ma ry	eom mīt'tee	lęg'is lā tūre
frän'chīşe	e lēe'tion	ere dēn'tialş	re pūb'lie an
bāl'lot	eän'di date	dēm'o erat	e lēe tion eēr'
re tūrņş'	děl'e gate	dēm'a gögue	eon stīt'ū ents
plät'fōrm	eon vēn'tion	ma jör'i ty	ad mīn is trā'tion
eän'vass	nöm i nēe'	mī nör'i ty	in ęu gu rā'tion

Lesson 162.

Adjectives from the Latin through the French.

fēa'şī ble	in fū'şī ble	in sēn'si ble
im mū'ta ble	in ęf'fa ble	a mē'na ble
il lęg'i ble	de lēe'ta ble	in trāet'a ble
im plā'ea ble	eom pāt'i ble	in vūl'ner a ble
im pāl'pa ble	im pręg'na ble	īr re prēs'si ble
in fāl'li ble	in frän'gi ble	īr re elāim'a ble
im pōrt'a ble	in īm'i ta ble	īr re triēv'a ble
im prōb'a ble	in ăl'i gi ble	īn eom būs'ti ble

What suffixes and prefixes are used in the above words? What is the meaning of the suffixes **-able** and **-ible**? What is the force of the prefix **in-**, and what forms does it take in the above?

Lesson 163.

Adjectives from the Latin ending in *-ous*.

nöx'ioüs	pro pī'tioüs	in sīd'i oüs
rīght'eoüs (chüs)	e grē'gioüs	im pēr'vi oüs
īm'pi oüs	lī çen'tioüs	ob sē'qui oüs
ām'o roüs	ju dī'cioüs	am bīg'ū oüs
ärd'ū oüs	ea pā'cioüs	gra tū'i toüs
lū'di eroüs	ra pā'cioüs	vo lüpt'ū oüs
sūmpt'ū oüs	stu pēn'doüs	ab stē'mi oüs
frīv'o loüs	eon tīg'ū oüs	dis eotr'te oüs
fla gī'tioüs	fas tid'i oüs	pū sil län'i moüs

Form nouns from the above adjectives by suffixing *-ness*.

Lesson 164.

NAMES OF VEHICLES, HARNESS, Etc.

drāy	ba rouçhe'	hüb	hā'ter
eōach	phā'e tön	tīre	brī'dle
dög'-cärt	chär'i ot	spōke	snäf'fle
se dän'	öm'ni büs	fēl'lōe	blīnk'erş
sülk'y	eār'ry-äl	thīllş	erup'per
büg'gy	röck'a wāy	līnch'pīn	mār'tin gal
drös'ky	wäg on ette'	äx'le-trēe	sūr'çin gle
equ pē'	päl an quīn'	eröss'-bär	breech'ing (brīch)

Lesson 165.

QUOTATIONS FROM EMINENT FRENCHMEN.

"The wisest man is generally he who thinks himself least so."—**Boileau**. "The study of Truth is perpetually joined with the love of Virtue."—**Casaubon**. "Chance—or, as it is termed here, Fortune—does not govern the world."—**Montesquieu**. "The most manifest sign of wisdom is continued cheerfulness."—**Montaigne**. "The path to literary fame is more difficult than that which leads to fortune."—**Voltaire**. "If Acre had fallen, I would have changed the face of the world."—**Bonaparte**. "Right is the innermost part of man."—**Victor Hugo**.

Lesson 166.

Nouns Derived from the Latin.

văe'ū ūm	ăd'vo ea ɣy	rĕe og nĭ'tion
eol'an der	es eŭtch'eòn	eòn tra dĭe'tion
sĭ'ne eũre	e quĕs'tri an	rĕm i nĭs'ɣeɳe
băch'e lor	ĕl o eũ'tion	ɣen tĕn'ni al
eon'di ment	dĕs ti nă'tion	ven trĭl'o quĭst
pĕnd'ū lŭm	ĭn dig nă'tion	ve lŏɣ'i pĕde
bĭ tŭ'men	ĭm pre eă'tion	be nĕf'i ɣeɳe
dĭ mĕn'sion	pro pĕn'si ty	re pŏɣ'i to ry
re gă'li ă	ver năe'ū lar	ăn ni vĕr'sa ry

Lesson 167.

PHILOSOPHICAL AND SCIENTIFIC INSTRUMENTS.

blŏw'-pĭpe	a lĕm'bie	tĕl'e seŏpe
hour'-glăss	re ɣĕiv'er	mĭ'ero seŏpe
ăir'-pŭmp	re tŏrt'	stĕ're o seŏpe
sŭn'-dĭ al	dis chărg'er	spĕe'tro seŏpe
ŏb'jeet-glăss	quăd'rant	ba rŏm'e ter
răin'-găuge	eăm'e ră	ther mŏm'e ter
ŏp'er ă-glăss	eom'pass	tĕl'e phŏne
spĭr'it-lĕv el	the ŏd'o lĭte	phŏ'no grăph

Lesson 168.

Words from the Greek through the French.

ăd'a mant	hĕr'e sy	prŏ'to tŭpe
ăn'ti dŏte	găl'ax y	prŏ'to măr tyr
ăr'che tŭpe	pro lĭf'ie	as trŏl'o ɣy
ɣĕn'o tăph	rĥăp'so dy	e eon'o my
ŏb'e lĭsk	seŏr'pi on	e eon'o mĭze
lĕth'ar ɣy	pĕd'a gŏgue	ăl a băs'ter
păr'a ble	sŷl'lo ɣĭsm	săl'a măn der
păr'ox ŷsm	păn'to mĭme	hŷ pŏe' ri sy
bŏm'ba zĭne	a nŏn'y moŷs	to pŏɣ'ra phy

Lesson 169.

Words of Greek Origin.

gÿ'elōne	mā'ni æe	mÿ thōl'o gy
frān'tie	ōr'tho dōx	the ōl'o gy
frēn'zy	mās'to don	phÿs i ōl'o gy
sÿmp'tom	ehron'i eie	phe nōm'e nōn
sÿm'me try	mīm'ie rieş	ea tās'tro phe
a nāl'y sīs	sÿn'o nÿm	erÿs'tal line
ath lēt'ie	pseū'do nÿm	ee elē şi ās'tie
phÿ şī'cian	au'to grāph	en thū şi ās'tie
āt'mos phēre	dī'a lōgue	ehār ae ter İs'tie

Lesson 170.

Synonyms Derived from Different Languages.

Greek.	Latin.	English.
bÿsh'op	sū per vī'şor	ō ver sēer'
a pōs'tle	mīs'sion a ry	mēs'sen ğer
e pÿs'tle	lēt'ter	writ'ing
ām'nes ty	ob lÿv'i on	for ğēt'ful ness
āp a thēt'ie	in sēn'si ble	un fēel'ing
a mōr'phōus	in fōrm'al	shāpe'less
a nōm'a loūs	ir rēğ'ū lar	laŵ'less
a nāl'o gy	eōr re spōnd'ençe	like'ness

Lesson 171.

NAUTICAL TERMS, AND VESSELS.

tÿg	pī'lot	gÿn'-bōat	eūt'ter
hÿll	rÿd'der	lÿfe'-bōat	päck'et
prow	ğāng'wāy	ī'ron-elād	ğāl'ley
stērn	hātch'wāy	lōğ'-bōok	erÿş'er
hēlm	ğrāp'nel	tōn'nağe	whēr'ry
kēel	hāw'ser	stēer'āğe	frÿğ'ate
dēck	eāp'stan	bÿlk'-hēad	pÿn'nağe
shroudş	rÿğ'ğing	pÿrs'er	stēam'er
eār'go	plÿm'met	stew'ard	pro pēl'ler

Lesson 172.

SPECIAL DRILL ON PRONUNCIATION.

Words in which *a* is sometimes Improperly Sounded as short *ä*.

ā'pex	rā'dix	Dān'ish	ver bā'tim
dā'tā	glā'mour	ā'pri eōt	sa gā'ciouš
mā'gī	blā'tant	plā'ea ble	au dā'ciouš
lā'mā	ān'cient	sā'li ent	lit er ā'tī
gā'lā	pal'frey	trā'ehē ā	ül ti mā'tum
pā'tron	sau'çer	frā'ter nīze	ig no rā'mus
mā'tron	fal'chiōn	ar eā'num	āp pa rā'tus
grā'tis	mus täçhe'	sul tā'nā	eom pā'tri ot
pā'thos	pla eārd'	vī vā'ciouš	ex pā'ti āte (-shī-)

Lesson 173.

Do not give *a* its short sound in these words.

drā'mā	wāft'ed	a lās'	hal'berd
pālm'er	āft'er	a ghāst'	seal'lop
bālm'y	rāft'er	a gāpe'	stā'wart
eālm'ly	lān'çer	be hālf'	waš'sail
wrāth'y	gāsp'ing	āl'mōnd	squā'id
sāun'ter	slānt'ing	lāugh'ter	hal'i but
psālm'ist	glāng'ing	ālmš'house	sub ā'tern
gāunt'let	eōn'trāst	pa lä'ver	Gāel'ie
flāunt'ing	pāst'ūre	ba nā'nā	shā'n't

Lesson 174.

Words in which *a* is Improperly Sounded as short *ö*.

stāmp	tās'sel	quāg'mīre	rāsp'bēr ry
vāult	al'wāyš	maud'lin	slāb'ber ing
daub	wā'ter	quē'tion	vāl'en tīne
groat	fāult'less	daugh'ter	mau so lē'um
quāff	be çauçe'	quār'ter ly	gēn e āl'o gy
al'so	quā'sī	glāu'ber ite	mīn er āl'o gy

Lesson 175.

Be careful not to give **a** in these words the sound which is indicated at the head of the columns.

Not ä.	Not ä.	Not ä.	Not a.
nāpe	eā'ret	bär'rel	gǎnt'let
gāpe	hā'rem	oe tā'vo	jāun'ty
eālf	dāi'rÿ	bär'ri er	däunt'less
äunt	ā'er äte	bra vā'do	squā'lôr
hālve	un wā'ry	tar tär'ie	māel'stròm
eän't	ap pär'el	gär'ru loüs	äl'ter nāte
häunt'ed	ea nā'ry	bär ri eāde'	äl'ter eāte
häunch'es	Dä ri en'	är'rōw rōot	de fäl'eāte

Lesson 176.

PRECIOUS STONES AND THEIR COLORS.

tō'paz	yēl'lōw ish	ēm'e rald	grēen
bēr'yl	blū'ish-grēen	sär'do nÿx	ör'ange
ru'by	eär'mīne	ehrys'o lite	göld'en-grēen
gär'net	rēd	ām'e thÿst	vī'o lēt
ō'pal	mīlk'-whīte	ear nēl'ian	flēsh'-rēd
ō'nyx	vā'ri e gāt ed	eär'bun ele	dēep'-rēd
sārd	blōod'-rēd	tour'ma line	bläck
jäs'per	erim'son	dī'a mōnd	trans pār'ent
sāp'phīre	blūe	tur quois' (koiz)	pāle'-blūe

Lesson 177.

In these words do not give **a** the long sound.

says (sēz)	Är'ab	päg'eant	nā'tion al
saith (sēth)	mät'in	for bāde'	rā'tion al
zouāve	āz'ure	sāt'ir ist	sāe'ra ment
seārce	sāt'ire	drām'a tist	pāt'ron age
fār'o	fī nā'le	rāl'ler y	päg'eant ry
fāir'y	nās'cent	tāp'es try	sāç er dō'tal
pār'ent	seāth'ing	vāp'or ize	ap pār'ent ly

Lesson 178.

In these words the proper sound of e is not long ē.

lěst	ěp'och	pěr'ŭke	ã mĕn'i ty
dĕaf	pĕd'ant	hej'noŭs	erĕm'a to ry
pĕrt	dĕe'ade	kĕel'son	nĕp'o tŷm
hĕard	fĕe'und	prĕf'age	o bĕs'i ty
tĕn'et	pĕt'rel	prĕl'ate	ob scĕn'i ty
tĕp'id	wĕap'on	shĕk'el	lĕg'end a ry
fĕt'id	zĕal'ot	ĕq'ui ty	prĕd e ĕĕs'sor
vĕn'ŭe	bĕst'ial	as ĕĕt'ie	dĕr e lĕe'tion
rĕŷ'in	sĕn'nã	tĕn'a ble	dĕp ri vã'tion
been (bĭn)	mĕ le'	hĕr'o ĭne	prĕŷ en tã'tion

Lesson 179.

In the unaccented syllables of the following words e is often treated as silent, or pronounced as short ŭ; its proper sound is that of short ĕ, though uttered with less force than in an accented syllable.

dŭ'el	mĭt'ten	kĭtch'en	ĭn'no ĕent
fŭ'el	eãn'ĕel	chĭck'en	nŭ'tri ment
pŏ'em	mãr'vel	lĕarn'ed	vĭ'o lenĕe
lã'bel	mŏr'sel	quãr'rel	vĕ'he menĕe
lĭ'bel	nĭck'el	ĕĭt'a del	ĭn'stru ment
erŭ'el	trãv'el	ĭn'fi del	sŭp'plĕ ment
nŏv'el	sĕ'quel	rĕ'qui em	gŏv'ern ment
rĕb'el	sŭd'den	rĕv'el ry	ĭn'ter ĕst ing

Lesson 180.

Avoid giving e the sound indicated at the head of the columns.

Not ĭ.	Not ĭ.	Not ĕ.	Not ĕ.
yĕt	for gĕt'	fĕ'tiĕh	sphĕ'roid
gĕt	bĕd'stĕad	prĕ'lŭde	a pĕ'ri ent
slĕek	stĕel'yard	prĕ'mi er	stĕ're o tŷpe
erĕek	eŏv'er let	ĕ'qua ble	a mĕ'na ble
tĕt'ter	dĕr'e lĭet	ĕ'go tŷm	prĕ dĭ lĕe'tion
trĕb'le	ĕĕm'e tĕr y	ĕ'qui poiŷe	prĕ ma tŭre'ly
kĕt'tle	yĕs'ter daŷ	lĕi'ŷure ly	pre ĕĕd'en ĕy
trĕm'ble	be nĕf'i ĕent	in hĕr'ent	ĭr re mĕ'di a ble

Lesson 181.

In pronouncing these words do not give the long sound of *i*.

vĭe'ar	dĭ lāte'	sān'guĭne	eow'ard ĭce
vĭs'or	dĭ vēst'	vōl'a tĭle	pre hĕn'sĭle
ōx'ĭde	dĭ vērt'	ĭs'o lāte	āl'ka lĭne
fū'tĭle	tĭ rāde'	ĭ tāl'ian	mÿ thōl'o ġy
rāp'ĭne	bas tĭle'	ĭ tāl'ie	phĭ lōs'o phy
fēr'tĭle	ob lique'	lĭb'er tĭne	phĭ lōl'o ġy
hōs'tĭle	ġhĭ eāne'	erĭn'o lĭne	elan dēs'tĭne
trĭb'ūne	fĭ nĕsse'	ġÿn'o sūre	in tēs'tĭneŝ
rĕs'pĭte	ġĭ rāffe'	dĭ dāe'ties	dis frān'chĭŝe
sūb'tĭle	fĭ nānġe'	dĭ rĕet'ness	tÿp o grāph'ie
brō'mĭde	dĭ vūlġe'	dĭ grĕs'sion	dĭ plō'ma tĭst
ehlō'rĭde	dĭ vōrġe'	fĭn an ġĭēr'	phĭl an thrōp'ie

Lesson 182.

Words in which *i* is Incorrectly Pronounced as short *ĭ*.

tĭ'ny	elĭque	dĭ'verse ly	mān da rĭn'
grĭm'y	eār'bĭne	nĭ'hil ĭst	de elĭ'voŭs
sĭ'ren	mĭ āŝ'mā	sĭ'ne eūre	in ġĭ'so ry
fĭ'nĭte	in trĭgue'	Bĕd'ou ĭn	mĭ ero seōp'ie
vĭs'eount	trĭ bŭ'nal	lōng'-lĭved	sĭ mul tā'ne oŭs
O rĭ'on	spĭke'nard	shōrt'-lĭved	sāe'ri fĭce (fĭz)

Lesson 183.

QUOTATIONS FROM EMINENT GERMANS.

“Men find it more easy to flatter than to praise.”—

Jean Paul Richter. “What is the best government? That which teaches us to govern ourselves.”—**Goethe.**

“A safe stronghold our God is still.”—**Luther.** “Outward things are but the coloring of the man.”—**Schiller.**

“Beneficence is a duty.”—**Kant.** “Every man has his own style, like his own nose.”—**Lessing.** “Thy actions, and thy actions alone, determine thy worth.”—**Fichte.**

“Nature is a free domain.”—**Humboldt.**

Lesson 184.

Words in which *o* is often Mispronounced.

Not <i>ō</i> .	Not <i>o</i> .	Not <i>o</i> .	Not <i>o</i> .
dōst	pōl'len	fōrt'nīght	ōn'ly
dōth	dōç'īle	bēl'lōws	dōn'key
hōv'er	be trōth'	pa rōt'id	frōnt'iēr
plov'er	prōd'ūçe	prōb'i ty	īn'mōst
wōnt'ed	prōv'ōst	dōl'or oūs	de eō'roūs
eōme'ly	fōr'tress	sōp o rīf'ie	erē'o sōte
jōe'und	fōre'hēad	hōr'o seōpe	au tōm'a ton
nōm'ad	ōn'er oūs	eōur'te oūs	frōnt'is piēçe

Lesson 185.

Words in which *o* is often Improperly Sounded.

Not <i>ō</i> .	Not <i>o</i> ,	Not <i>o</i> .	Not <i>o</i> .
gōd'ly	ae eōst'	fīō'rist	bōm'bāst
dōg'ged	a erōss'	re vōlt'	mōn'grel
eōst'ly	be gōne'	vō'ea ble	nōth'ing
eōf'fin	seōff'er	ō'ro tūnd	dis eōm'fit
eōf'fee	lān'guōr	A dō'nis	eōl'an der
eōm'bat	ōr'i fīçe	pre eō'ciōūs	sōv'er eign
eōm'ment	fōr'gēr y	pō lo nāīše'	drōm'e da ry
eōn'eord	eōr'ri dōr	pēd'a gō gy	pōme grān'ate

Lesson 186.

Words in which *h* Retains its Aspirated Sound.

whařf	whīlst	hērb'al	hōs'pi tal
nīche	hour'ī	hōs'tler	hū'mor ist
mīlch	hū'mor	eř hāle'	Hū'gue not
fīfth	hūm'ble	eř haust'	shriēv'al ty
chōre	hōm'age	chāl'īçe	her bā'ceōūs
shrūnk	sā'chem	chāl'dron	her bīv'o roūs
shrīll	whēy'eř	an chō'vy	eř hīl'a rāte
shroud	eř hōrt'	eř hōrt'er	chār'nel-house
shrewd	ex hūme'	eř hīb'it	whōrt'le bēr ry

Lesson 187.

In these words do not give **u** a sound like that of **oo**.

tūne	dū'eal	nū'di ty	blūe'-blóod
sūit	lū'ere	dū'bi oūs	lū'çi fer
lieū	lū'rid	dū'ra ble	glū'ti noūs
deūçe	dū'ring	nū'mer al	lū'di eroūs
flūke	flū'ent	eū'eum ber	eon elū'sive
flūte	sūit'or	dī lū'tion	ob tūse'ly
slūiçe	Sū'san	ex elū'sion	e lū'çi dāte
dū'al	hir sūte'	īn'sti tūte	e lū'so ry
dū'ty	al lūde'	eōn'sti tūte	sū per fī'cial
sū'pine	sub dūe'	dīs'so lūte	rēv o lū'tion

Lesson 188.

Words in which **u** is sometimes Mispronounced.

Not silent.	Not ū.	Not y.	Not ū.
joŭst	puṭ	dūe'at	ab struŭe'
ḡw'fūl	fīg'ūre	sūp'ple	eōn'struŭe
wōe'fūl	pul'pit	f ūl'sòme	vīr'ŭ lent
drēad'fūl	huḡ zā'	f ūl'erum	che ru'bie
nāt'ū ral	huḡ šār'	prūs'sie	ēr'ŭ dīte
ārd'ū oūs	truḡfle	Rūs'sian	tru'eu lent
dōe'ū ment	jū'gu lar	Prūs'sian	gār'ru loūs

Lesson 189.

CORRECT QUOTATIONS AND THEIR AUTHORS.

“When Greeks joined Greeks, then was the tug of war.”—**Lee**. “God tempers the wind to the shorn lamb.”—**Sterne**. “It is an ill wind that turns none to good.”—**Tusser**. “In the midst of life we are in death.”—**Prayer-Book**. “O solitude! where are thy charms?”—**Cowper**. “Music hath charms to soothe the savage breast.”—**Congreve**. “To make a virtue of necessity.”—**Chaucer**. “O'er books consumed the midnight oil.”—**Gay**. “Thoughts that breathe, and words that burn.”—**Gray**.

Lesson 191.

Words in which *h* is Silent.

<i>eh̄yle</i>	<i>īsth'mus</i>	<i>sp̄in'ach</i> (ej)	<i>h̄on'or</i> a ry
<i>eh̄yme</i>	<i>ōr'ehid</i>	<i>eh̄i mē'ra</i>	<i>h̄ä bīt ū e'</i>
<i>ī'ehor</i>	<i>nāph'thā</i>	<i>Ėhal dē'an</i>	<i>M̄ieh'ael</i> mas
<i>th̄ym'ỹ</i>	<i>h̄erb'less</i>	<i>ār'eha īsm</i>	<i>eh̄i rōp'o d̄ist</i>
<i>ōr'ehis</i>	<i>ār'ehīves</i>	<i>ār'ehi t̄eet</i>	<i>eh̄i rōg'ra</i> phy
<i>āsth'mā</i>	<i>tē'trāreh</i>	<i>sil'h̄ou ētte</i>	<i>ār eh̄i p̄el'a</i> go
<i>lī'ehen</i>	<i>trō'ehēs</i>	<i>ōr'ehes</i> tral	<i>ār eh̄æ ōl'o</i> gy
<i>eh̄är'tā</i>	<i>dīs'tieh</i>	<i>ār'ehē t̄ype</i>	<i>ār eh̄i t̄eet'ūr</i> al
<i>th̄ā'ler</i>	<i>Bud'dhīsm</i>	<i>āreh ān'gel</i>	<i>māeh i a v̄el'ian</i>

Lesson 192.

Words in which *t* is sometimes Erroneously Sounded.

<i>ōft'en</i>	<i>chās'ten</i>	<i>ero ch̄et'</i>	<i>ch̄est'nut</i>
<i>sōft'en</i>	<i>hūs'tle</i>	<i>bou qūet'</i>	<i>a p̄ös'tle</i>
<i>hās'ten</i>	<i>thīs'tle</i>	<i>ero qūet'</i>	<i>r̄ie o ch̄et'</i>
<i>eās'tle</i>	<i>grīs'tle</i>	<i>par qūet'</i>	<i>eāb ri o let'</i>
<i>līst'en</i>	<i>glīs'ten</i>	<i>eh̄rīs'ten</i>	<i>ōft'en t̄imes</i>
<i>n̄est'le</i>	<i>brīs'tle</i>	<i>thr̄ös'tle</i>	<i>eh̄rīs'ten</i> d̄om
<i>moist'en</i>	<i>mīš'tle</i>	<i>n̄est'ling</i>	<i>mīš'tle t̄ōe</i>

Lesson 193.

Words in which the Letter *s* is often Improperly Pronounced.

<i>ab s̄olve'</i>	<i>blouše</i>	<i>ād'i p̄ose</i>	<i>ḡāš'e oūs</i>
<i>ab s̄orb'</i>	<i>nā'šal</i>	<i>eon elū's̄ive'</i>	<i>r̄ēs'o nant</i>
<i>de s̄ign'</i>	<i>bīš'muth</i>	<i>eor r̄ō's̄ive</i>	<i>m̄ēs'mer īze</i>
<i>de s̄ist'</i>	<i>diš ārm'</i>	<i>de r̄ī's̄ive</i>	<i>gaš ōm'e ter</i>
<i>jo eōse'</i>	<i>diš dāin'</i>	<i>de ġī's̄ive</i>	<i>pre š̄ent'ment</i>
<i>mc r̄ōse'</i>	<i>diš š̄olve'</i>	<i>dis ā'ble</i>	<i>e l̄yš'ian</i>
<i>per s̄ist'</i>	<i>deš š̄ert'</i>	<i>dis s̄em'ble</i>	<i>Pa r̄iš'ian</i>
<i>pos s̄ess'</i>	<i>diš c̄ern' (z̄ern)</i>	<i>ef f̄ū's̄ive</i>	<i>reš er voir'</i>
<i>pre ġise'</i>	<i>Jāp a n̄ēše'</i>	<i>e v̄ā's̄ive</i>	<i>ḡōōše'b̄er ry</i>

Lesson 194.

Words in which *s* is often Improperly Pronounced.

eon ġise'	u ŝurp'	ex elū'sīve	ma răŝ'mus
pro fūse'	diŝ ōwn'	il lū'sīve	lăeh'ry mōse
re elūse'	dām'ŝon	in ġī'sīve	ex eūr'sion
re sōurġe'	mī aŝ'má	in elū'sīve	ex plō'ŝion
trans aet'	ör'i ŝon	in tru'sīve	eo hē'ŝion
un truths'	bēn'i ŝon	dēs'ig nāte	Je ru'sa lem
ver bōse'	vēn'ī ŝon	dēs'o late	ū ŝū'ri oūs
wriŝt'band	Chī nēŝe'	dif fū'sīve	dŷs'en ter y
ū'ni sōn	Mōŝ'lem	dis pos sēss'	pre sēnt'i ment

Lesson 195.

In these words **th** has its subvocal sound.

pāthŝ	bōōth	wīth ĩn'	līthe'sōme
bāthŝ	sōōthe	be nēath'	lōath'sōme
lāthŝ	mouthŝ	be quēath'	thēnġe'fōrth
mōthŝ	wrēathŝ	thīth'er	wriŝth'ing
elōthŝ	blīthe	nēth'er	wōr'thī ness
ōathŝ	thōugh	brōth'el	ūn der nēath'
wīth	swāthed	al thōugh'	thīth'er ward
thēnġe	nōrth'ward	south ēast'	south wēst'ern

Lesson 196.

In these words **th** has its aspirate sound.

lōth	truths	thē'sis	plēth'o rā
trōth	swaŝths	ēth'ies	be trōth'al
seāth	shēathŝ	bā'thos	lēth'ar ġy
slōth	hēārthŝ	ē'ther	ple thōr'ie
mŷths	wrāithŝ	wīth'y	ēarth'i ness
wīthe	brēathŝ	fōrth wīth'	an tīth'e sis
youths	rĥŷthm	ēarth'en	sōōth'sāy er

Lesson 197.

SPECIAL EXERCISE IN SYLLABICATION.

Words of *two* Syllables sometimes Improperly Pronounced in *one* or *three* Syllables.

ā'ged	sē'riēs	bal lōon'	tīck'lish
lī'en	hūn'gry	eor rōde'	nau'seouš
rē'al	he'i'noūs	be liēve'	gōr'geouš
āl'ien	jāve'lin	sup pōše'	serīve'ner
guā'no	glā'cial	ūn'guent	gēn'ius
jūn'ior	trēa'ele	çere'ment	buš'i'ness
fīl'ial	eāis'son	brēth'ren	Än tilles'
flow'er	rūff'ian	griēv'oūs	Wēdneš'daŷ
ūn'ion	sārçe'net	Īnd'ian	bīv'ouäe (wāk)

Lesson 198.

Words of *three* Syllables sometimes Improperly Pronounced in *two* or *four* Syllables.

ā'li as	mēm'o ry	çil'ia ry	mā'ni ä
ēv'er y	fīn'er y	eōr'di al	trīv'i al
ī'vo ry	nīç'e ty	hīs'to ry	suāv'i ty
rā'ti o	ōr'de al	slāv'er y	fäe'to ry
pē'o ny	sēs'a mē	īm'äge ry	vīe'to ry
ī dē'al	vē'ni al	mēr'eu ry	rēg'ū lar
gē'ni al	vīš'ū al	eār'ri on	sēv'er al
jō'vi al	fē'al ty	ē'ven ing	hŷ'gi ēne

Lesson 199.

Words Properly Pronounced in *three* Syllables.

eūr'so ry	um brēl'lā	e mōl'lient	prōs'per oūs
lī'bel er	am brō'šjä	in gēn'ioūs	bois'ter oūs
ārd'ū oūs	un lēarn'ed	mēl'ior āte	seru'pu.loūs
guārd'i an	pre vēnt'īve	spē'cial ty	mount'ain oūs
mēd'i çne	trāv'el er	eōn'quer or	stu pēn'doūs
lau'da nūm	ūnet'ū oūs	chōe'o late	al lē'giançe
sēn'ti ent	plā'gia rīst	dīf'fer ent	mīll'ion âire
mūr'der er	qaņ'da ry	e grē'gioūs	dēs'ue tūde.

Lesson 200.

Words Properly Pronounced in Four Syllables.

in ěr'ti á	eon gĕ'ni al	de lĭv'er y
mĭ nŭ'ti á	ex tĕm'po re	dis eov'er y
mag nŏ'li á	ġym nā'si um	pe eŭn'ia ry
e mā'oi áte	neŭ răl'ġi á	ġĕn'er al ly
brĕ'vi a ry	in grā'ti áte	sub stān'ti áte
vāl'ŭ a ble	lĭ ġĕn'ti áte	pre pŏs'ter oŭs
ŏr'di na ry	rĭ dĕ'ŭ loŭs	pre ŝŭmpt'ŭ oŭs
eăš'ŭ al ly	pro pĭ'ti áte	in sĭd'i oŭs
dān'de lĭ on	im mĕ'di ate	ĭn eon vĕn'ient
pāl'li a tĭve	Be ěl'ze bŭb	da ġuĕrrĕ'o tĭpe

Lesson 201.

SPECIAL DRILL IN ACCENTUATION.

Words often Incorrectly Accented on the First Syllable.

a dŭlt'	ad drĕss'	pre tĕnse'	ĕt i quĕtte'
a dĕpt'	ea nĭne'	sue ġĕss'	ăm a teur'
al lŷ'	eom pĕer'	trust ĕĕ'	eŏn fi dănt'
la pĕl'	grĭ măġe'	dis eŏurse'	ĭm pro vĭŝe'
pro lĭx'	eos tŭme'	băck slĭde'	ŏp por tŭne'
re ġĕss'	ro mănġe'	ġăĭn săy'	ĭm por tŭne'
ae ġĕss'	re eŏurse'	rĕv er ĭĕ'	tăm bŏur ĭne'
ex ploĭt'	re sĕarch'	rĕp ar tĕe'	tab leau' (lŏ)

Lesson 202.

CORRECT QUOTATIONS AND THEIR AUTHORS.

"Riches certainly make themselves wings."—**Solomon**.
 "Hang out the banners on the outward wall."—**Shakespeare**.
 "Look before you ere you leap."—**Butler**.
 "Out of mind as soon as out of sight."—**Lord Brooke**.
 "What though the field be lost, all is not lost."—**Milton**.
 "Wise and masterly inactivity."—**Mackintosh**.
 "His image cut in ebony."—**Fuller**.
 "Peace, peace, when there is no peace."—**Jeremiah**.
 "Richard is himself again."—**Colley Cibber**.
 "To the manner born."—**Shakespeare**.

Lesson 203.

Words often Incorrectly Accented on the First Syllable.

va gā'ry	mu sē'um	an tīp'o dēs
pŷ rī'tēs	ho rī'zon	an nī'hi lāte
op pō'nent	eu rā'tor	ob jūr'gāt ed
in quīr'y	sub sīd'ençe	ēal lī'o pe
ple bē'ian	eon dō'lençe	dēe li nā'tion
as pīr'ant	ae elī'māte	te lēg'ra phy
eog nō'men	de eā'dençe	ēal līg'ra phy
pro mūl'gāte	e nēr'vāte	lī thōg'ra pher
çy līn'drie	pre çēd'ençe	Pom pe'ii (-pā'yē)

Lesson 204.

Words often Incorrectly Accented on the Second Syllable.

āb'a eūs	Ār'a bīe	eō ad jū'tor
ehōl'er ie	Ēa'u'ea sūs	eōl os sē'um
īn'te gral	eōm'mu nīsm	eōn ser vā'tor
īn'ter īm	eōn'ver sant	dē fal eā'tion
ōr'de al	eōm'plai sance	hŷ men ē'al
çēn'tu ple	blās'phe moūs	āth e nē'um
eōn'ge ner	chās'tiçe ment	dēv as tā'tion
bē'he moth	mīs'chīev oūs	ēm en dā'tion

Lesson 205.

Words often Incorrectly Accented on the Second Syllable.

tō'wards	Nēm'e sīs	prēf'er a ble
pūr'pōrt	ēx'em pla ry	prō'ba to ry
trāv'erse	dēs'pi ea ble	süb'lu na ry
çhīv'al roūs	eōm'pa ra ble	īn'di ea to ry
ēx'ple tīve	lām'ent a ble	ōb'li ga to ry
eōn'tu me ly	rēf'er a ble	bāp'tis ter y
īn'ven to ry	rēp'ar a ble	sē'ere to ry
rēv'o ea ble	pēr'emp to ry	dēm o nī'ae al
eōn'tu ma çy	ōr'tho e py	eōr'ol la ry

Lesson 206.

Words often Incorrectly Accented on the Third Syllable.

ðb'so lēte	gūm ār'a bīe	ag grān'dīze ment
mis eōn'strūe	ma nī'ae al	pho tōg'ra pher
ād'mi ral ty	py rām'i dal	in ěx'o ra ble
āl'le go rīst	hī drōp'a thy	ir rēp'a ra ble
eār'i ea tūre	al lōp'a thy	ir rēv'o ea ble
āp'pro bā tīve	eħal ĉed'o ny	ir rēf'ra ga ble
māy/or al ty	eon eū'bi naĝe	in dīs'pu ta ble
lēĝ'is lā tūre	ĉen trīf'ū gal	in eōm'pa ra ble
ad vēr'tīse ment	rēĉ i ta tīve'	in dīs'so lu ble

Lesson 207.

Words Distinguished by Accent.

Nouns.	Verbs.	Nouns.	Adjectives.
āe'ĉent	ae ĉent'	Āu'gust	au gūst'
īn'sult	in sūlt'	eōm'paet	eom pāet'
eōn'viet	eon vīet'	ěx'pert	ex pērt'
eōn'test	eon tēst'	sū'pīne	su pīne'
prōd'ūĉe	pro dūĉe'	gal lānt'	gāl'lant
eōn'verse	eon vērse'	mīn'ute	mi nūte'
eōm'pound	eom pound'	īn'va līd	in vāl'id
āb'straet	ab strāet'	prēĉ'e dent	pre ĉed'ent

Lesson 208.

Words which are Distinguished by Stress in Pronunciation.

Nouns.	Verbs.	Adjectives.	Verbs.
prēd'i eate	prēd'i eāte	dēs'o late	dēs'o lāte
ās'pi rate	ās'pi rāte	īn'ti mate	īn'ti māte
děl'e gate	děl'e gāte	mōd'er ate	mōd'er āte
ād'vo eate	ād'vo eāte	prōs'trate	prōs'trāte
āĝ'gre gate	āĝ'gre gāte	ān'i mate	ān'i māte
as sō'ci ate	as sō'ci āte	de lib'er ate	de lib'er āte
sub ōr'di nate	sub ōr'di nāte	ar tīe'ū late	ar tīe'ū lāte

Lesson 209.

Words which are sometimes Improperly Pronounced Alike, but which Differ both in Meaning and in Pronunciation.

bā'bel	băb'ble	çěl'er y	săl'a ry
eā'ble	ea băl'	əu'ri er	eür'ri er
ehō'ral	eör'al	fôm'al ly	fôr'mer ly
eär'nal	chär'nel	in çis'ion	in sīt'ion
eăl'loūs	chăl'ıçe	sým'me try	çem'e tēr y
eal'dron	chăl'dron	eom plā'çent	eöm'plai sant
bór'ough	bör'rōw	e lis'ion	e lys'ı an
ğest'üre	jěst'er	go rıl'lâ	guer rıl'lâ
üm'bel	hüm'ble	in ğen'ioūs	in ğen'ū oūs
pıl'lar	pıl'lōw	əl'i ği ble	il lęg'i ble
ae çept'	ex çept'	eön'fi dent	eön fi dănt'
lėav'en	e lėv'en	pöp'ū loūs	pöp'ū laçe
pe lisse'	po liçe'	ëm'i grâte	ım'mi grâte

Lesson 210.

Words to be Carefully Distinguished in Spelling and in Use.

al'ter,	<i>to change.</i> [ings.	eăp'i tal,	<i>a chief city.</i>
al'tar,	<i>a place for offer-</i>	eăp'i tol,	<i>a state-house.</i>
ex pět',	<i>to look for.</i>	eăl'en dar,	<i>an almanac.</i>
sus pět',	<i>to mistrust.</i>	eăl'en der,	<i>a machine.</i>
fūr'ther,	<i>additional.</i>	prın'çi ple,	<i>rule of action.</i>
făr'ther,	<i>more distant.</i>	prın'çi pal,	<i>chief; head.</i>
çes'sion,	<i>a giving up.</i>	lın'i ment,	<i>an ointment.</i>
sės'sion,	<i>a sitting.</i>	lın'e a ment,	<i>features; form.</i>
eoun'çil,	<i>an assembly.</i>	eöm'pli ment,	<i>to praise.</i> [ber.
eoun'sel,	<i>advice.</i>	eöm'ple ment,	<i>the full num-</i>
stăt'üe,	<i>a carved image.</i>	stă'tion a ry,	<i>fixed.</i> [rials.
stăt'üte,	<i>a law.</i> [ment.	stă'tion er y,	<i>writing mate-</i>
re çēipt',	<i>an acknowledg-</i>	līght'en ing,	<i>making light.</i>
rēç'i pē,	<i>a prescription.</i>	līght'ning,	<i>electricity.</i>

I.—REVIEW AND TEST WORDS.

awe	serawł	sī'lex	dis till'	lödġ'ment
wry	shield	tȳ'rōš	de bauch'	stūr'geon
adz	slūiċe	ō'ehēr	fa tigue'	height'en
buȳ	pläque	lū'ere	de fault'	pōul'tiċe
dey	ehriſm	ōf'fal	rou tine'	trēa'tiſe
ewe	eliq̄ue	ġŷp'sy	eon ċeit'	twēe'zerſ
ſou	mōrgue	eō'eōa	be ſieġe'	wriſt'let
guȳ	ſchiſt	au'dit	de ċeive'	plānt'ain
two	läunch	jūi'ċy	bre viēr'	ſhēp'herd
āye	ſleiġh	ġaud'y	as ſault'	jāun'diċe
ōwe	bīſque	sȳn'od	ea priċe'	lūnch'eon
fir	zouäve	äl'phā	ſea lēne'	knāp'säck
kēn	rhythm	hā'lōš	eui ſine'	awk'ward

II.—REVIEW AND TEST WORDS.

hȳmn	ġāuġe	friēnd	mūl'leȳ	quar'an tīne
bāde	ġuilt	erēase	psal'ter	rheu'ma tiſm
hēir	mēant	sēarch	tour'ist	jour'nal iſt
beau	wrōng	drēdġe	worſt'ed	trou'ba dour
fete	eauſe	hāunch	rān'sack	ġuil'lo tīne
wrēn	ġauze	brōoch	truſ'fle	pēn'ta teūeh
āche	squaw	drāchm	eūſh'ion	fōr'feit ūre
fiēf	vērgē	friēze	joūr'ney	chāngē'a ble
yawł	pūrġe	phrāſe	ċhām'ois	eōl'pōrt eur
lȳnx	nīēċe	plāġue	floūr'ish	toūr'na ment
lōeh	knēad	flēċe	pīqu'ant	phōs'phor ūs
rāid	sēize	sphēre	eām'phor	frōl'ieck ing
ġout	ſieġe	hēarſe	eāi'tiff	frōl'ie ſōme
ealk	ſcēne	lēaġue	mēa'ſleſ	ōph'ī eleide
ġawł	thiēf	tiērċe	trēa'ele	pāp e teriē'

III.—REVIEW AND TEST WORDS.

jeān	fösse	söl'age	plau'si ble	re liëve'
tete	lûrch	gew'gaw	träçe'a ble	af frönt'
gïst	pêrch	liz'ard	blām'a ble	sue eūmb'
jilt	gōurd	wēa'sel	tałk'a tïve	as suāge'
veil	swōrd	çit'ron	vēr'di gris	eon tēmn'
jōwl	knāve	pēo'ple	he gī'rā	of fēnse'
gōal	neigh	lē'gion	sÿn'die ate	un kēmp't'
dōle	nōtch	fīe'cy	sāt'el lite	eon dīgn'
gnāt	pique	nōv'ïçe	sphēr'ie al	khę dīve'
urāp	lēash	mēn'age	ār'ehi tēt	eash iēr'
tōmb	wrēck	tōe'sin	hār'le quīn	de scēnd'
dēbt	knīfe	doūb'le	sēp'ul eher	ob lique'
bōmb	style	hēif'er	vēr'te bræ	fï nēsse'
nūmb	rheum	slū'cy	pēage'a ble	ton tīne'
paun	route	prīm'er	phÿs'i çist	an tique'

IV.—REVIEW AND TEST WORDS.

nē'er	waltz	ûr'ban	erÿs'tal lize	eo quēt'
whęy	psālm	zē'rōs	squal'id ness	as sīgn'
whōm	thīgh	bālm'y	shēp'herd ess	a piēçe'
tōur	doubt	nā'ive	ehris'ten dōm	ma lign'
çÿst	pshaw	sīr'up	mār'çhion ess	re liēf'
gībe	squab	eī'der	mīs'chiev oūs	be nūmb'
līmn	knēlt	eÿ'ing	blās'phe moūs	de çēit'
knēe	deign	baÿ'ou	erÿs'tal line	pa trōl'
eālf	deūçe	ēp'oeh	quī ēs'çençe	pa rōle'
law	ehÿme	sīb'yl	quīn tēs'sençe	en rōll'
writ	ehāsm	sā'tyr	belles-lēt'tres	o pāque'
pālm	griēf	sāl'ad	eōn nois seÿr'	se çēde'
fērn	sēine	ān'ise	pōme grān'ate	eÿ hōrt'
ezār	trÿst	sug'ar	hānd'ker chief	de brīs'
wālk	ēaveç	sō'lōç	im mor tēlles'	a ghāst'

V.—REVIEW AND TEST WORDS.

gäunt	wāy'ward	ī rās'ci ble	a sȳ'lum
läugh	Tūeş'daÿ	eḡ ōn'er āte	hī ā'tus
yacht	mūr'rain	gȳm nā'si ūm	eū rē'kā
hālve	trou̇b'le	hȳ pēr'bo le	mȳr'i ad
groat	tōn'nage	ig nīt'i ble	rār'e fȳ
fēoff	dūn'geōn	pneū mō'ni ā	pāç'i fȳ
tulle	knūck'le	hȳ pōe'ri sy	āl'ka lī
guīde	noūr'ish	ae eōr'dī on	sīn'ew y
ghoul	erēv'īçe	ēs'pī on āge	rā'di ūs
thȳme	jēal'oūs	hēm'i çȳ ele	Bēd'ou īn
mūlet	ēs'sençe	drōm'e da ry	sīr'lōin
nīche	vēs'tīçe	eōt y lē'don	ghēr'kin
frāud	pīl'lage	ām au rō'sis	pōl'i çȳ
broad	zēal'oūs	eāb rī o let'	lēg'a çȳ
knōll	çīs'tern	mīn'ī a tūre	sȳz'y gȳ

VI.—REVIEW AND TEST WORDS.

shrewd	rou lētte'	om nīs'cient	spērm a çē'tī
hōarse	be quēath'	in trīgu'ing	sāç er dō'tal
thral	dis guīçe'	chānge'a ble	diph thē'ri ā
sprawl	e meūte'	eōn de scēnd'	eḡ ōr'bi tant
slēdçe	ha rāngue'	brōn ehī'tis	rēç i ta tīve'
sphīnx	re priēve'	dīs ha bīlle'	seār la tī'nā
twīch	fūr'lōugh	o bēi'sançe	lār yn gī'tis
smīrch	mōrt'gaçe	out rā'geōūs	ehal çēd'o ny
chrōme	phēas'ant	at tēnd'ançe	ehī rūr'çe ry
mōsque	grōt'tōeş	at tēnd'ants	pān e gȳr'ist
spōnge	trō'phīeş	sāe'eha rīne	pīe'ea līl lī
douçe	joūr'neÿş	rēn'dez vōus	in dīct'a ble
shōuld	tīng'e'ing	hēm'or rhāçe	rhī nõç'e rōs
schōol	vīs'eount	lāeh'ry mōse	līl i ā'ceōūs
drought	fāl'chīōn	sīl'hōu ētte	pōl'y the īşm

VII.—REVIEW AND TEST WORDS.

shēaf	erīm'şon	ăl'ehe my	eol lēet'i ble
chiēf	bīs'euit	sŷn'eo pe	eōr us eā'tion
guīle	erŷs'tal	dŷ'na mīte	re sūs'çi tāte
ehŷle	chīm'ney	eāl'a mūs	ān te pās'eħal
eight	fāsh'ion	sŷn'o nŷm	sū per fŷ'cial
aīslē	eaus'tie	çēr'ti fŷ	eog nōs'çi ble
ehōrd	vīl'lain	nūrs'er y	ī sōeh'ro noūs
dōugh	çēr'tain	pēr'fi dy	trī sŷl'la ble
feign	dōl'phin	māt i nee'	lēg er de māin'
scēt	āid'ançe	eāl'i ber	āv oir du pois'
fūrze	sōph'ist	al bī'nōş	līl i pū'tian
bīlge	eōn'quer	hāl'çy on	eal līg'ra phy
rīdge	sūr'feit	tēr'mi nī	trān quīl'li ty
gnōme	bīl'ioūs	oe tā'vōş	sāe ri lē'gioūs
quash	scēp'ter	nēb'ū læ	trans fūs'i ble

VIII.—REVIEW AND TEST WORDS.

pæ'an	guīn'ea	ehlō'ral	dāe'tyl
sā lōn'	yeō'man	stōm'aeh	līq'uōr
pa sha'	rē'gion	lēop'ard	gōr'gon
ba tōn'	sālm'on	grām'mar	plāç'id
hŷ'son	mār'tyr	pōult'ry	fīr'kin
a mōur'	elām'or	wīd'geōn	ōr'phan
a dieū'	kīr'tle	eōl'lege	māu'ger
pŷg'my	tūr'tle	au'tumn	scēn'ie
nī'ter	myr'tle	lān'guōr	çīr'eus
ō'gre	pīg'eōn	fŷs'sūre	jūn'tōş
ō'sier	māl'ŷçe	eūr'tain	ēeh'ōeş
pōm'açe	pāl'açe	quar'tōş	eān'tōş
ōwn'er	tēth'er	eār'gōeş	mōn'eyş
gāy'ly	eau'eus	vāl'leyş	erī'sēş
pew'ter	būn'ion	tāl'lieş	las'sōş

IX.—REVIEW AND TEST WORDS.

vaç'il lâte	fa tigu'ing	in ter çede'	lymph
fäs'çi nâte	be læa'guer	sū per sēde'	buıld
sŷn'a gögue	rheu mät'ie	běl ve dēre'	spērm
hŷp'o erite	pōs tīl'ion	gön do liēr'	çalk
dī'a phrāgm	phi lŷp'pie	pō lo nāiše'	nŷmph
glū'eŷ ness	sto mäeh'ie	süb ma rīne'	knēel
pseū'do nŷm	e grē'gioūs	mōrt ga gēe'	wrāth
är'que büse	de çēit'ful	fīn an çier'	spaw̄n
fläg'eo lēt	dis sēi'zin	ēf fer vēsce'	wrēst
sŷn'the sīs	punē tīl'io	höl'o eajust	erŷpt
sīb'yl line	ver mīl'ion	söl'e çışm	wōrth
brīe'-a-brāe	au dā'ciouš	prēs'by ter	mīrth
sóv'er eign	phy şī'cian	gön'do lá	ēarth
bóm'ba zīne	fŷ nān'cial	sŷe'o phant	spūrt
mīş'tle tōe	tæ tī'cian	at tōr'neyş	plūmb

X.—REVIEW AND TEST WORDS.

ās a fēt'i dá	şhe'ing	ēm'bry o	ō'dor
ğēn e äl'o gy	mōt'tōeş	eū'pho ny	çī'on
ēr y sŷp'e las	hērb'äge	pū'tre fŷ	ā'gūe
āb o rŷğ'i nēş	lāmb'kin	vīt'ri fŷ	ēb'on
eōr nu eō'pī á	çir'euit	vīt're oūs	ā'ere
İğ'nis-fāt ū ŷs	pał'frey	stū'pe fŷ	dŷ'er
ār çhae öl'o gy	seal'lop	ād'di ble	ēp'ie
ieh thy öl'o gy	lēi'şure	chīe'o ry	vēr'y
hō mo gē'ne oūs	knāv'ish	děl'e ble	līl'y
eōt y lēd'o nouš	eōgn'ae (-yak)	fueh'sī á	ō'nyx
läck a dāi'şī eal	hał'berd	pōl'y pūs	buş'y
bāe ea laū're ate	dūd'geōn	trā'che á	ār'id
eon fēe'tion ēr y	fōr'feit	ehöl'er á	āir'y
phār ma çeū'tie al	eōn'duit	hał'i but	a wrŷ'
me tēmp sy ehō'sis	sŷr'inge	dēf'i çit	du ēt'

XI.—REVIEW AND TEST WORDS.

<i>rhăp'so dy</i>	<i>in vĕi'gle</i>	<i>bou'le vârd</i>	<i>bur lĕsque'</i>
<i>psal'ter ỹ</i>	<i>pa vĭl'ion</i>	<i>păr'a lȳze</i>	<i>whôle'some</i>
<i>jĕop'ard ỹ</i>	<i>ġi vĭl'ian</i>	<i>păr'ti ele</i>	<i>eüs'pi dör</i>
<i>rhĕt'o rĕe</i>	<i>mne mön'ie</i>	<i>erĭt'ie al</i>	<i>pûr'lieuș</i>
<i>kĕr'o sĕne</i>	<i>eō ĕr'cion</i>	<i>döm'i ġĭle</i>	<i>boûr ġeois'</i>
<i>băr'y tōne</i>	<i>eġ ĕr'tion</i>	<i>hĕe'a tōmb</i>	<i>eön'science</i>
<i>pôr'phy ry</i>	<i>syn öp'sis</i>	<i>ăp'o thĕgm</i>	<i>zĕph'yrs</i>
<i>pleû'ri sy</i>	<i>de ġĕiv'er</i>	<i>ău'di enġe</i>	<i>wrist'band</i>
<i>săn'he drĭm</i>	<i>ma neû'ver</i>	<i>lăud'a ble</i>	<i>sehĕd'üleș</i>
<i>pröph'e ġy</i>	<i>ae eou'ter</i>	<i>pĭqu'ant ly</i>	<i>strÿeh'nĭne</i>
<i>pröph'e sÿ</i>	<i>am brō'siä</i>	<i>băch'e lor</i>	<i>knöwl'edġe</i>
<i>păss'a ble</i>	<i>lo ġĭ'cian</i>	<i>ġÿl'in der</i>	<i>eaout'choue</i>
<i>păs'si ble</i>	<i>me mĕn'tōș</i>	<i>măs'sa ere</i>	<i>eörn'-stalk</i>
<i>sĕ'ere ġy</i>	<i>me tăl'lie</i>	<i>re veĭl'le (yă)</i>	<i>Lĭsle'-glöve</i>
<i>ĕe'sta sy</i>	<i>ġe phăl'ie</i>	<i>sĭ röe'eōș</i>	<i>Bud'dhĭșm</i>

XII.—PRONOUNCING TEST.

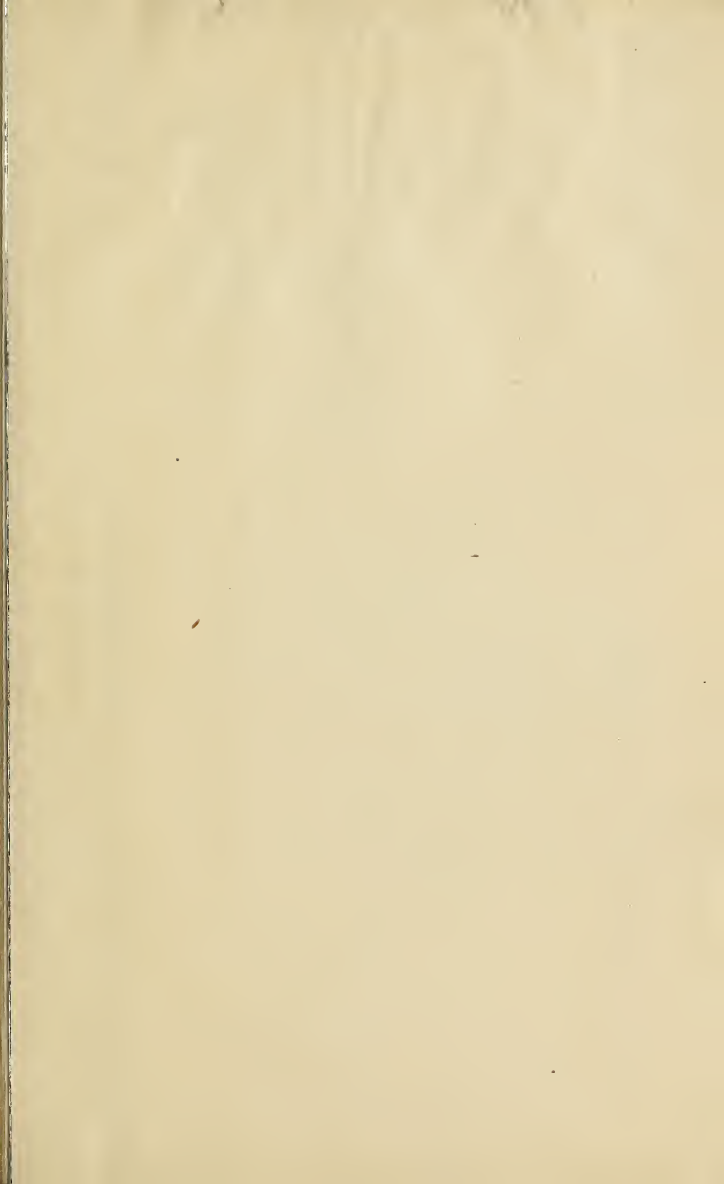
A lenient parent asked his dutiful daughter what idea had possessed her presumably decorous aunt to accost the schoolmaster with such a virulent tirade of raillery. The inquiry demonstrated that the erudite conservator of pedagogy, who had been her enthusiastic coadjutor in orthoepy, had piquantly found fault with the matron's pronunciation, and she, therefore, flew into a vehement passion. With sovereign disdain she objurgated the unwary pedant, and introduced her inventory of revolting vocables in garrulous denunciation of his audacious derisiveness. He hastened with consummate suavity to soften her extraordinary wrath, but found her enervated after the subsidence of her exhaustive effort. Her docile nature resumed its wonted calmness when he alluded to her ludicrous enunciation of the word "sough," and designated her grievous error in the elision of the initial aspirate in the word "wharf."

WORDS AND PHRASES FROM THE FRENCH.

- apropos* (ăp ro pō'), *to the point.*
- attaché* (ăt ta shā'), *an official.*
- au revoir* (ō rēv wār'), *till we meet again.* [style.]
- bon ton* (bōng tōng), *good*
- bon mot* (bōng' mō), *a jest.*
- blasé* (blā zā'), *surfeited.*
- belles-lettres* (bēl-lēt'tr), *polite literature.*
- carte-blanche* (kärt-blänsh'), *full permission.*
- comme il faut* (kōm il fō), *as it should be.*
- connoisseur* (kōn nīs sūr'), *a critical and skillful person.*
- coup d'état* (kōō dā tă'), *a stroke of policy.*
- débris* (dā brē'), *fragments.*
- début* (dā bū'), *first appearance.*
- éclat* (ā klā'), *splendor.*
- élite* (ā lēt'), *chosen; select.*
- ennui* (ōng nwē'), *languor.*
- entrée* (ōng trā'), *entrance.*
- en masse* (ăng mäs'), *in a body.*
- en route* (ăng rōōt'), *on the way.*
- façade* (fā sād'), *front view.*
- faux pas* (fō pā'), *a false step.*
- fête* (fât), *a festival.*
- Honi soit qui mal y pense* (hō nē swā kē māl ē pāngs), *Evil to him that evil thinks.*
- liaison* (lē ā zōng'), *an illicit intimacy.*
- madame* (mä dām'), *my lady.*
- monsieur* (mo sēr'), *mister.*
- mont* (mōng), *a mountain.*
- mauve* (mōv), *a purplish color.*
- naive* (nā'ēv), *ingenuous.*
- nom de plume* (nōng du plūm), *a literary title.*
- outré* (ōō trā'), *extravagant.*
- on dit* (ōng'dē), *they say.*
- protégé* (prō tā zhā'), *one protected.*
- qui vive* (kē vēv), *on the alert.*
- régime* (rā zhēm'), *administration.* [ming up.]
- résumé* (rā zū mā), *a summary.*
- répertoire* (rā pār twār), *a treasury; a magazine.*
- roué* (rōō ā'), *a debauchee.*
- savant* (sā vōng'), *a learned man.* [name.]
- sobriquet* (sō bre kā'), *a nickname.*
- séance* (sā ōngs'), *a sitting.*
- sang froid* (săng frwä), *coolness.* [party.]
- soirée* (swā rā'), *an evening.*
- souvenir* (sōōv nēr'), *a keepsake.* [vate conversation.]
- tête-à-tête* (tăt'ă tăt'), *a privis-à-vis* (vīz a vē'), *face to face.* [outfit.]
- trousseau* (trōō sō'), *bridal*

LATIN WORDS AND PHRASES.

ād ĩn fi nī'tum, <i>to infinity.</i>	mō'dus ōp e rān'dī, <i>mode of operating.</i>
ād līb'i tūm, <i>at pleasure.</i>	nōl'le prōs'e quī, <i>unwilling to prosecute.</i> [yond.
ā'li as, <i>an assumed name.</i>	nē plūs ūl'trā, <i>nothing beyond.</i>
āl'i bī, <i>elsewhere.</i>	nō'lens vō'lens, <i>willingly or unwillingly.</i>
bō'nā fī'de, <i>in good faith.</i>	nōn ěst ĩn vĕn'tus, <i>he has not been found.</i>
eā'pi as, <i>you may take.</i> [mind.	pĕr ān'num, <i>by the year.</i>
eōm'pos mĕn'tis, <i>of sound</i>	pĕr dī'em, <i>by the day.</i>
euī bō'nō, <i>for whose good.</i>	pōst-mōr'tem, <i>after death.</i>
de fāe'tō, <i>actually.</i>	pōs'se eōm i tā'tus, <i>the civil force of the county.</i>
de jū're, <i>in law.</i>	prō ět eōn, <i>for and against.</i>
er rā'tā, <i>mistakes.</i>	prī'mā-fā ci ē, <i>at first view.</i>
ē plū'ri būs ū'num, <i>one out of many.</i> [office.	prō bō'no pūb'li eo, <i>for the public good.</i>
ĕx of fī'ci ō, <i>by virtue of</i>	quān'tum sūf'fi ět, <i>sufficient.</i>
ĕx pār'te, <i>on one side.</i>	quōn'dam, <i>former.</i>
etc. (ět ĕæt'e ra), <i>abbreviation of "and-so-forth."</i>	quīd prō quō, <i>an equivalent.</i>
fāe-sĭm'i le, <i>an exact copy.</i>	rā'ra ā'vis, <i>a rare bird.</i>
fī e rī-fā'ci as, <i>cause it to be done.</i> [state.	rĕ qui ěs'eat ĩn pā'ĕe, <i>let him rest in peace.</i>
ĭn stā'tu quō, <i>in the former</i>	sī'ne dī'e, <i>without day.</i>
ĭn tō'tō, <i>wholly.</i>	sūb rō'sā, <i>privately.</i>
ĭn me mō'ri am, <i>in memory of.</i>	te dĕ'um, <i>a hymn of praise.</i>
L. S. (lō'eus si ĝĭl'li), <i>the place of the seal.</i>	tĕr'rā fir'mā, <i>solid earth.</i>
māx'i mūm, <i>the greatest.</i>	vī'vā vō'ĕē, <i>orally.</i>
mĭn'i mūm, <i>the least.</i>	vī'ā, <i>by way of.</i>
mā'lum ĭn sē, <i>an evil in itself.</i>	vĕr'sus, <i>against.</i>
man dā'mus, <i>we command.</i>	
mĕm o ra bīl'i ā, <i>things worthy of record.</i>	



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